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ABSTRACT

This report describes the Teacher Work Group Project to help teachers of students with severe disabilities learn about new teaching practices and implement them in the classroom. Teacher Work Groups (TWGs) were formed at week-long summer institutes and the groups subsequently met during the school year to apply the strategies and learning in the classroom, with the support of project staff. The TWG Project brought together groups of educators in Oregon, Idaho, Ohio, Washington, and Kentucky. Over 3 years the TWG project supported about 265 teachers in 36 groups. The work groups were found to be an effective strategy for providing local support for continued learning, innovation, and change. This report outlines the project rationale, the project design, results of implementation, and program administration. Materials included in the report include: a list of project objectives and the status of each objective and activity; a list of TWG presentations and workshops; a list of 14 publications related to the TWG project; descriptions of the Elementary/Secondary Systems modules; evaluation summaries from institutes and selected workshops; the Teacher Work Group Questionnaire; and a demographic summary of TWGs. (SW)

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ED 384 161

Teacher Work Groups:

A Strategy for Helping Teachers Implement Best Practices

A Final Report

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U.S. Department of Education

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ABSTRACT

The Teacher Work Group (TWG) Project began as an effort to assist teachers of students with severe disabilities to learn about new teaching practices and to help them to use these new practices in their classrooms and schools. The overall purpose of the project was to implement and test a novel strategy for disseminating information about innovative educational practices, and to assist teachers to use that information to improve the educational experiences of students with severe disabilities. This strategy involved week long summer institutes which resulted in the formation of Teacher Work Groups. These groups of teachers[1], which sometimes included other educational professionals, met during the school year and were supported by project staff to apply the new strategies and learning in their classrooms.

The TWG Project initially brought together groups of educators in Oregon, Idaho, Ohio and Washington for professional development through week long summer institutes, and later expanded to include Teacher Work Groups in Kentucky. These summer programs provided an opportunity for teachers to learn about and practice new curriculum design and instructional strategies for students with severe disabilities, and formed participants into locally based Teacher Work Groups, the purpose of which was to support their ongoing learning and adoption of the new teaching practices. We defined Teacher Work Groups as: *Any group of two or more educators who meet on a regular basis to help one another understand and solve the problems they encounter as they try to improve educational outcomes for students*. Over three years the TWG project supported approximately 265[2] teachers in 36 Teacher Work Groups.

Along with the teachers who collaborated with us on the TWG Project, we found Teacher Work Groups to be both a valuable component of teacher learning, and an effective strategy for providing local support for continued learning, innovation and change. Our initial interest in helping teachers achieve improved outcomes for students with severe disabilities was extended when we found that teachers increasingly used work groups, whether informally organized or organized as part of school operations, to work towards better educational outcomes for *all* students. These developments in the project supported our further study of the merger of special and general education reform, school change, the preparation of teachers for new roles, and improvements to teaching and learning for all students.

The participation of many gifted and dedicated teachers has taught us much. The following seven principles are suggested for successful Teacher Work Groups:

1. Effective groups form naturally around shared understandings and real tasks.
2. Heterogeneous groups are more productive and effective than homogeneous groups.
3. Groups need to slowly and directly learn cooperative and self-reflective working habits in the context of *real* work.
4. Groups need assistance to continually tack back and forth from the specific issue/task at hand and the larger school reform context.

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[1] For simplicity we have used the term *teacher* as a synonym for Teacher Work Group Member throughout this report. Particular roles have been designated when required.

[2] Membership of groups varied over-time, and reports from groups provided us with average attendance figures.

5. Individuals within groups need to be prepared and assisted to challenge both practices and assumptions.
6. Heuristic tools are more effective than prescriptive tools.
7. Work groups also need to be study groups.

Four characteristics of the implementation of the TWG Project were of particular importance to the project outcomes. These were: (1) a professional development approach which was responsive to teachers' concerns and perspectives, and which was formulated collaboratively with them in the complex context of schools; (2) the facilitation of the cooperative Teacher Work Groups which extended the original in-service by providing local support for ongoing learning, curriculum improvement and school change; (3) the evaluation design which continuously provided Schools Projects staff with the data to inform the improvement of their project efforts, including new developments in the project itself; and (4) the situating of project activities in the broad context of special and general education reform.

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PROJECT PURPOSE AND OVERVIEW

The Teacher Work Group (TWG) Project began as an effort to assist teachers of students with severe disabilities to learn about new teaching practices and to help them to use these new practices in their classrooms and schools. The overall purpose of the project was to implement and test a novel strategy for disseminating information about innovative educational practices, and to assist teachers to use that information to improve the educational experiences of students with severe disabilities. This strategy involved week long summer institutes which resulted in the formation of Teacher Work Groups. These groups of teachers[1], which sometimes included other educational professionals, met during the school year and were supported by project staff to apply the new strategies and learning in their classrooms.

The TWG Project initially brought together groups of educators in Oregon, Idaho, Ohio and Washington for professional development through week long summer institutes, and later expanded to include Teacher Work Groups in Kentucky. These summer programs provided an opportunity for teachers to learn about and practice new curriculum design and instructional strategies for students with severe disabilities, and formed participants into locally based Teacher Work Groups, the purpose of which was to support their ongoing learning and adoption of the new teaching practices. We defined Teacher Work Groups as: *Any group of two or more educators who meet on a regular basis to help one another understand and solve the problems they encounter as they try to improve educational outcomes for students*. Over three years the TWG project supported approximately 265[2] teachers in 36 Teacher Work Groups (See Table 3).

Along with the teachers who collaborated with us on the TWG Project, we found Teacher Work Groups to be both a valuable component of teacher learning, and an effective strategy for providing local support for continued learning, innovation and change. Our initial interest in helping teachers achieve improved outcomes for students with severe disabilities was extended when we found that teachers increasingly used work groups, whether informally organized or organized as part of school operations, to work towards better educational outcomes for *all* students. These developments in the project supported our further study of the merger of special and general education reform, school change and the preparation of teachers for new roles and curriculum improvement through three funded projects: *Building Capacity for Change Project* (Ferguson, 1992), *Building Capacity for Sustainable Change Project* (Ferguson, et al. 1994), and *Reinventing Schools Research Project* (Ferguson, et at. 1994), *Standards-Based School Reform: Building Bridges to Inclusion,* (Oxley & Ferguson, 1994).

Four characteristics of the implementation of the TWG Project were of particular importance to the project outcomes. These were: (1) a professional development approach which was responsive to teachers' concerns and perspectives, and which was formulated collaboratively with them in the complex context of schools; (2) the facilitation of the cooperative Teacher Work Groups which extended the original in-service by providing local support for ongoing learning, curriculum improvement and school change; (3) the evaluation design which continuously provided Schools Projects staff with the data to inform the improvement of their project efforts, including new developments in the project itself; and (4) the situating of project activities in the broad context of special and general education reform.

The TWG Project built on fifteen years of procedural research, model development and program implementation by the Schools Projects at the Specialized Training Program, directed at improving the quality of educational experiences of students with severe disabilities, and many years of research into inclusion and educational reform. Because of its focus on teachers, students and schools, the project was also responsive to change in the broader educational context. Project data show three phases in this development. While examples of all these phases could be found at each stage of the project, in general Phase 1 represented the early stages (1991-1992), Phase 2 the middle stage (1992-1993), and Phase 3 the final stage (1993-1994). A brief description of these phases follows.

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[2] Membership of groups varied over-time, and reports from groups provided us with average attendance figures.

Phase 1: (1991 - 1992)

The context : In the early stages of the project, most students with disabilities were in self-contained classrooms, and their teachers were often employed by out of school agencies, e.g., intermediate Educational Service Districts (ESD's). Both students and teachers were marginalized in the educational system. Educators sought not only to improve their own programs, but also to integrate students into general education and community-based programs.

The TWG Project: The Schools Projects at the Specialized Training Program worked with local educators to develop, test and implement the Elementary/Secondary System (ESS), a comprehensive system of curriculum and programming, which incorporated the field's most innovative practices to support the improved learning and community participation of students with severe disabilities. The TWG Project enabled the Schools Projects team to bring this information to a wider range of special education teachers from three states in the first year of the project. The team brought together special educators for week long summer institutes, provided them with follow-up support after the institutes, and monitored the outcomes of the TWG strategy. Their summer institute programs covered new developments in special education, the use of the ESS materials to improve educational programs, strategies for action and advocacy planning on behalf of their students, and the formation of locally-based Teacher Work Groups. After they returned to their schools, teachers used their Teacher Work Groups to help one another to further understand and use the ESS materials and to solve the problems they encountered as they worked to improve the quality of students' learning experiences and participation in school and community. The project liaisons supported teachers' efforts through visits, regular phone calls and other strategies (See Table 2).

Phase 2: (1992 - 1993)

The context: TWG data showed that teachers who had succeeded in having their students integrated into general education programs increasingly looked for ways to work in partnership with general educators, while at state and national levels, the inclusion movement gained momentum and school reform assumed increasing importance in the broader educational agenda (Conley, 1993). In 1991 Oregon adopted the National Educational goals and, in addition, Oregon's *Education Act for the 21st Century* (HB 3565) confirmed broad-based commitment to education reform.

The TWG Project: In response to this changing educational context the Schools Projects team made several changes in their approach to professional development. In addition to summer Institutes they developed a three course sequence offered during consecutive Fall, Winter and Spring terms that offered teachers the option of *ongoing* and more *in-depth* professional development (The *Building Capacity for Change* or *BCC* Course sequence) They began to: (1) recruit mixed groups of teachers to their summer institutes and university-based classes (special and general educators, masters students, school and district consultants and administrators, educational assistants); (2) focus their teaching on curriculum and learning for diverse groups of students, inclusion, school reform and change in education; and (3) adopt an activity-based learning model which integrated work groups and study groups into their teaching and involved the educator learners in individual and group projects based in their classrooms and schools. TWG Project groups reflected these changes. Our data showed that a number of groups began to include both special and general educators, and their action focused more on inclusion and school change.

Phase 3: (1993 - 1994)

The context: The dual movements of special and general education reform continued. Teachers attending workshops and courses reported varying degrees of involvement by their schools and districts in inclusion, curriculum and organizational reform. Increasingly these agendas merged, and calls for integrated and systemic approaches appeared in the literature (*Astuto, Clark, Read, McGree, & deKoven Pelton Fernandez, 1994; Ferguson, 1994; Gartner & Lipsky, 1987; National Association of State Boards of Education, 1993*). Teachers from each of the states involved in the TWG project also reported that shrinking educational budgets meant that the overall ratio of students to teachers was increasing, and that in consequence, the teachers who remained were expected to accept more diverse and cooperative roles.

The TWG Project: *The Schools Projects encouraged diverse groups of educators from schools to participate in their summer institutes and courses as part of their school-reform agendas. These courses focused on school reform, systemic inclusion, the diversity of the student population, and the teaming of differently skilled and experienced groups of teachers in the planning and delivery of curriculum. TWG's were not only formed to support follow-up learning and practice, but became an integral part of the teaching and learning in summer institute and university-based courses. These groups included work groups which learned through working together on school-based and curriculum development projects, and study groups which investigated school reform and changing paradigms in education.*

More of the TWG Project groups were composed of diverse groups of educators and focused on issues of school change, systemic inclusion and school reform as an integral component of their efforts to improve the learning experiences of students with disabilities. This stage saw another development in the nature of Teacher Work Groups. A number of groups of teachers came to see their forum for action as residing in their school-based and school-originated working groups rather than in the establishment of new and separate Teacher Work Groups. At the same time, they saw their focus for action on school restructuring based on the understandings of systemic inclusion.

Links to school restructuring literature

Data from the TWG Project illustrates two emergent and related themes in the educational literature: (1) the idea that changes in individual teachers and classrooms, while important, are not enough to achieve learning and social inclusion of students with disabilities or improved learning for all students; and (2) the importance of the merging of general and special education reform initiatives. (Section 3, p. 14)

These reforms, in particular the meshing of general and special education reform initiatives in schools, *reach deeply into the core processes of schooling* (Elmore & Fuhrman, 1994), and demand of teachers new roles, relationships and tasks. Conley provides a useful framework for analyzing change initiatives in schools. He distinguishes between three levels of *change* occurring, sometimes simultaneously, in programs and schools:

Renewal: activities that help the organization to do what it's already doing better or more efficiently.

Reform: activities that alter existing procedures, rules and requirements to enable the organization to adapt the way it functions to new circumstances or requirements.

Restructuring: activities that change fundamental assumptions, practices and relationships, both within the organization and between the organization and the outside world, in ways that lead to improved and varied student learning outcomes for essentially all students. (Conley 1993)

This framework informed our analysis of the TWG Project data in Section 3.

PROJECT DESIGN

A. Project objectives and activities

The TWG Project objectives and activities included: professional development and the dissemination of information about improved educational experiences for students with severe disabilities; local support for continued learning, innovation, and change through the creation and support of Teacher Work Groups; evaluation of the impact of work groups; management of project activities; extension of the project impact through dissemination of materials; and development of the project in response to the first stages of the evaluation. Table 1 provides a brief summary of Project Objectives and Activities.

Table 1: Teacher Work Group Project: Objectives and Activities

1.0 Hold three week-long Summer Institutes in June of 1992 - 1994 in Oregon and/or Ohio.

    1.1 Recruit Summer Institute participants.
    1.2 Prepare and mail Summer Institute materials to participants.
    1.3 Deliver five days of training.
    1.4 Recruit and form new work groups.
    1.5 Evaluate Summer Institute presentations, activities, and materials.

2.0 Provide ongoing, intermittent or indirect support to existing and new work groups.

    2.1 Call work group representatives weekly.
    2.2 Visit work group teachers' classrooms according to planned schedule.
    2.3 Attend work group meetings according to planned schedule.
    2.4 Monitor work group activity and needs.
    2.5 Form and support 2 pilot work groups of administrators.

3.0 Hold a one-day Reunion/Workshop (one in Oregon, one in Ohio) for at least one representative from each work group in February of 1992-1994.

    3.1 Identify participants.
    3.2 Survey all work group members for agenda items.
    3.3 Prepare materials and presentations.
    3.4 Present and facilitate work group Reunion/Workshop.
    3.5 Evaluate Reunion/Workshop presentations, activities, and materials

4.0 Evaluate project impact.

    4.1 Evaluate effectiveness of work groups for assisting teachers to implement new educational practices.
    4.2 Evaluate impact of work group activities on students with disabilities.
    4.3 Evaluate impact of work group activities on teachers.

5.0 Manage project activities.

    5.1 Plan and update project timelines.
    5.2 Establish and maintain project staffing.
    5.3 Ensure participation of under-represented groups.
    5.4 Establish and maintain a project advisory committee.
    5.5 Report to project funders.

6.0 Extend project impact.

    6.1 Coordinate continuation of work group support through Oregon Department of Education Teacher Cadre project.
    6.2 Disseminate project results through professional presentations and publications.

Teacher Work Groups were formed through professional development activities, i.e., Summer Institutes in Oregon, Ohio and Idaho, (Section 4, p. 27) and the year-long professional development sequence, *Building Capacity for Change* at the University of Oregon (Phase 2 & 3). We provided support to Teacher Work Groups in a number of ways, i.e., regular contact and support from TWG liaison staff, follow-up visits, reunions, workshops and activities (Table 7 & 8), and through the educational and developmental activities which occurred within the weekly class meetings of *Building Capacity for Change* program. Table 2 summarizes the support provided to Teacher Work Groups by TWG liaison staff.

Table 2: Support Provided by TWG Liaison Staff

Types of Support						Average Contact Time per Year (hrs)			
Work group	Problem Solving/ Advocacy	Brokering	Teaching	Group Process	ESS Materials	Phone Calls	Site Visits	Workshops	Attend Meetings
OREGON									
Lincoln City						1:16	12		6
Eugene						0:15			7
Portland						15:00			
Roseburg						3:25	8		15
Redmond						0:35	2	8	4
Cottage Grove						0:15	10		7
Junction City						0:15	3	3	
IDAHO									
Meridian						1:10	3		6
Boise						1:15			2
Boise						0:20			3
Cossa						0:25			
OHIO									
Newark						1:20	3		6
Westerville						1:30			17
Columbus/Dublin						0:50			2
Marietta						0:30	7		6
Canton						0:50	2	4	6
KENTUCKY									
Louisville						1:00		16	
WASHINGTON									
Federal Way						1:15	12		4

B. Overview of project evaluation

For the evaluation of the TWG project we used an overall qualitative approach to develop a comprehensive, longitudinal, multiple method design incorporating both qualitative and quantitative measures to answer three primary research questions.

1. **Do Teacher Work Groups help teachers implement new educational practices? If so can we describe the process?**
2. **Do teachers' experiences in Teacher Work Groups result in positive changes for students with disabilities? How do teachers and families describe these changes?**
3. **Do teachers' experiences in Teacher Work Groups result in professional growth and improved collegial relationships? How do teachers describe these changes in growth and relationships?**

Primary Research Questions

Triangulation of data sources, perspectives and methods:

Multiple data collection methods included questionnaires, direct observation of groups at work and of teacher members' classrooms, open-ended and individual interviews and documentation of internal project administration. Multiple data sources included teachers, parents, administrators and project staff. Our methods were designed to generate information of varying depth, i.e., broad information across all participants and groups (Questionnaires and SPSS Data Analysis), and in-depth information from a sub-group of project participants where we were able to pursue deeper understandings of critical issues and information (Interviews and Observations and Qualitative Data Analysis).

This evaluation included direct observation of Teacher Work Groups in action and Teacher Work Group members in their classrooms and semi-structured and open-ended interviews with sub-groups of project participants. The purpose of these interviews and observations was to capture richer data in response to our original and emerging questions as the project progressed through the three stages described above.

For the cohort of teachers who participated in the BCC course in 1993-94 and 1994-95, and for the Ohio 1993 Summer Institute participants we used self-reflective focus groups to evaluate the impact of the Teacher Work Groups. We also met with these teachers in their schools and discussed with them the impact of the Teacher Work Groups on their learning and their action in the school.

In 1993-94, representatives of 21 TWG's were interviewed,and 40?? summer institute participants in Ohio were visited in their schools,:and in 1994-95, 12 interviews and observations occurred.

Attachment 3 contains copies of interview guides used in 1993-94 and in 1994-95

Interviews and Observations

Throughout the project, Teacher Work Groups and their members were surveyed using questionnaires which focused on the impact of Teacher Work Groups for teachers and teacher learning and on improved classroom practice. Over time two developments occurred: (1) the number of participants and groups increased, and (2) we developed and refined the questionnaires as a result of the questions generated by our qualitative and quantitative data analysis and questions raised in the in-depth studies. In response to these developments, in 1993-94 we began to enter and analyze questionnaire data using the facilities provided by the statistical ,package for the Social Sciences (SPSS) data entry and analysis modules.

Frequencies distributions were produced for all responses to the surveys, both for all respondents and at each administration, and by the use of unique identifiers for the cohort which responded to both surveys. We used crosstabs to examine changes in roles of the cohort, relationships between participants' roles, use of resources, contact with the University of Oregon and satisfaction with their Teacher Work Groups.

The 1993-94 survey contains questionnaire responses from 54 Teacher Work Group members and their descriptions of 60 teacher working groups, and the 1994-95 survey contains questionnaire responses from 49 Teacher Work Group members and their descriptions of 69 teacher working groups. Twenty members of the cohort responded to both Questionnaires.

Attachment 3 contains copies of the questionnaires used over the three years of the project:

Questionnaires - SPSS Analysis

Longitudinal data collection and analysis:

Not only were multiple data collection methods and resources used, but information also was gathered and analyzed over time. We were able to observe changes in (1) individuals across time (by comparing their questionnaire responses); (2) changes in groups over time; and (3) changes in overall trends in the composition and organization of groups within schools.

This longitudinal triangulation of methods and sources provided us with a comprehensive understanding of teachers' use of Teacher Work Groups and allowed us to generate more detailed research questions and adapt our research instruments and the project-in-process in accordance with the feedback from teachers.

Extended Research Questions

As we progressed through the project we expanded our original 3 research questions (above Figure 1) to the following:

1. **Description of Groups:** ***What are the Teacher Work Groups/ Working Groups that participants are involved with?***
   - **Demographics:** *(a) Number and type of groups started through the University of Oregon, (b) Number and type of groups that participants work and learn in and through, (c) Membership of groups..*
   - **Purpose of Groups:** *As identified by participants.*
   - **Outcomes of groups** *As identified by participants.*
   - **"Spin-off Actions" of Groups:** *As identified by participants.*
   - **Characteristics of effective groups:** *As identified by participants.*
   - **Difficulties/problems:** *As identified by participants and observed by us.*
   - **Reasons for closure of groups** *As identified by participants.*

2. **Impact of Groups on Member Educators:** ***What impact did members identify their membership in working groups to have on:***
   - **Their learning as teachers:** *Through what kind of group?*
   - **Their ability to make changes and/or innovations:** *Which changes?*
   - **Their working life:**
   - **Outcomes for students:** *As identified by participants.*

3. **Impact of the Model of Teacher Education:** ***What impact did the participants identify the following having on them?***
    - **Schools Projects programs:** *Identified by type, location and time.*
    - **School Projects Materials:** *Identified by title, location, use and time.*
    - **Other Materials used or recommended by School Projects:** *Identified by title, location, use and time.*
    - **Teacher Work Group Project Support:** *Project Liaisons, identified by kind, location, frequency and time.*

4. **Observations:** ***What we observed about the behaviors of some of our respondents ...***
    - **Using/not using practices taught or described in our programs.**
    - **Using/not using practices taught or described in our materials.**
    - **Using practices consistent/inconsistent with the approach of our materials and programs.**
    - **Using language and approaches to students, consistent/inconsistent with the approach of our materials and programs.**

Extended Research Questions

Identifying Student Outcomes:

The primary focus of this project was to learn more about the impact of Teacher Work Groups upon educators' learning about, and implementation of, improved practices in the education of students with severe disabilities. As described in our grant application, we have used comprehensive measures to help us understand better the role of Teacher Work Groups in supporting teachers to work together in the generation of improved curriculum. We have not used student achievement measures to assess outcomes for students. Rather we have relied upon the self report of participants about changes they have made in their educational practices and gains they report students to have made.

Throughout the TWG Project, not only have we provided new learning and support experiences for teachers, but we have changed our own practice over the three stages of the project in response to teachers' feedback. Our comprehensive evaluation plan enabled us to: (1) report our findings about the learning and action of educators and (2) increase our understanding of the move from the traditional conceptual distance between researcher and practitioner towards a collaborative commitment to participatory research and reflective change (Malouf & Sciller, 1995; Irvin et al. 1995).

C. Description of project participants: educators and groups

The TWG Project supported 36 Teacher Work Groups in Oregon, Idaho, Ohio, Kentucky and Washington. Table 3 summarizes the status of these TWG's in June 1994. Further demographic information is provided in Attachment 4.

Table 3: Status of Teacher Workgroups (June 1994)

WORK GROUP	MEMBERS	AGE LEVEL	STATUS	SUPPORT PERSON
OREGON				
Bend	3	elem, high	No longer active/ Finished 1993/ duration 1.5 years	Willis
Coos Bay	5	elem	No longer active/ Finished 1991/ duration 3 years	Willis
Cottage Grove (1)	8	elem	Active/ duration 2 years	Meyer
Cottage Grove (2)	5	elem	No longer active/ Finished 1992/ duration 1 year	Meyer
Cottage Grove (3)	6	elem	Active/ duration 1 year	Meyer

Table 3: Status of Teacher Workgroups (June 1994)

WORK GROUP	MEMBERS	AGE LEVEL	STATUS	SUPPORT PERSON
Dallas	5	elem	No longer active/ Finished 1990/ duration 2 years	Willis
Eugene (BCC1)	7	elem	Active/ duration 1 year	Dalmau
Eugene (BCC2)	7	middle	Active/ duration 1 year	Droege
Eugene (BCC3)	8	high	Active/ duration 1 year	Meyer
Eugene (CY)	10	middle	Active/ duration 2 years	Ralph
Eugene Consultants	15	elem-high	No longer active/ Finished 1992/ duration 6 years	Ferguson
Eugene ESD (1)	9	elem	Active/ duration 6 years	
Eugene ESD (2)	4	middle	Active/ duration 6 years	
Eugene ESD (3)	6	high	Active/ duration 6 years	
Junction City	4	elem	No longer active	Ralph
Lincoln City	4	elem-high	Active/duration 2 years	Meyer
Mapleton	4	elem-high	No longer active/ Finished 1993/ duration 1 year	Meyer
Medford	14	elem-high	No longer active/ Finished 1993/ duration 1 year	Ralph
Portland (1)	5	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Portland (2)	4	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Portland (3)	5	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Portland (4)	5	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Portland (5)	4	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Portland (6)	5	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
Redmond (1)	5	middle	Active/ duration 2 years	Willis
Redmond (2)	6	high	No longer active/ Finished 1993/ duration 1 year	Meyer
Roseburg	4	elem-high	Active/ duration 5 years	Willis
Salem	6	elem-high	No longer active/ Finished 1990/ duration 2 years	Willis
IDAHO				
Boise(1)	6	high	No longer active/ Finished 1990/ duration 1 year	Greenfield
Boise(2)	5	elementary	No longer active/ Finished 1990/ duration 1 year	Greenfield
Caldwell	4	high	No longer active/ Finished 1990/ duration 1 year	Greenfield
Centennial	5	high	Active/ duration 3 years	Greenfield
Cossa	4	elem-high	No longer active/ Finished 1990/ duration 1 year	Greenfield
Meridian (1)	3	high	No longer active/ Finished 1994/ duration 2 years	Greenfield
Meridian (2)	3	elementary	No longer active/ Finished 1990/ duration 1 year	Greenfield
Meridian (3)	2	middle	No longer active/ Finished 1990/ duration 1 year	Greenfield
Mountain Home	3	high	No longer active/ Finished 1990/ duration 1 year	Greenfield

Table 3: Status of Teacher Workgroups (June 1994)

WORK GROUP	MEMBERS	AGE LEVEL	STATUS	SUPPORT PERSON
OHIO				
Canton	20	elem-high	Active/ duration 3 years	Hulgin/Jeanchild
Columbus	16	elem-high	Active/ duration 3 years	Hulgin/Jeanchild
Dublin	3	elementary	No longer active/ Finished 1992/ duration 1 year	Hulgin/Jeanchild
Hickory Knoll	3	elem-high	No longer active/ Finished 1992/ duration 3 years	Jeanchild
Jacksontown	15	elem-high	Active/ duration 1 year	Jeanchild
Jefferson	8	elementary	Active/ duration 1 year	Meyer
Marietta	3	pre-school	No longer active/ Finished 1992/ duration 2 years	Hulgin/Jeanchild
Newark	7	elem-high	No longer active/ Finished 1993/ duration 3 years	Hulgin/Jeanchild
North College Hill	6	middle	Active/ duration 1 year	Meyer
Seaman	7	elem-mid	Active/ duration 1 year	Meyer
Stark 1/Southgate	10	elementary	No longer active/ Finished 1991	Hulgin/Jeanchild
Stark 2/Southgate	10	elementary	No longer active/ Finished 1991	Hulgin/Jeanchild
Time	10	elementary	No longer active/ Finished 1992/ duration 1 year	Hulgin/Jeanchild
Weiant	9	pre-school	Active/ duration 1 year	Jeanchild
Westerville	4	administrators	No longer active/ Finished 1992/ duration 2 years	Hulgin/Jeanchild
KENTUCKY				
Louisville (1)	8	elem-high	No longer active/ Finished 1992	Jeanchild
Louisville (2)	9	elem-high	No longer active/ Finished 1992	Jeanchild
WASHINGTON				
Federal Way	15	elem-high	No longer active/ Finished 1991/ duration 1 year	Holliday

Teacher Work Groups established or supported by the project remained active for periods ranging from one to six years. Members gave a variety of reasons for the closure of groups. For example:

- *We had finished studying the ESS Materials and no longer had a focus.*
- *Group members moved on to other positions.*
- *One of the actions of our group was to work more closely with the general education teachers. This year each of the special education teachers, is a member of a block team. We are planning integrated curriculum together for all the students. It doesn't seem so important to meet with just the special education teachers anymore.*

A number of responses reflected the last quotation above. Educators often carried the purpose of their TWG with them into a more active role in generic school-based teams.

Teacher Work Groups were formed within school or district educational communities. District-based groups were usually formed of special educators while in-school groups, especially in stage 3 of the project, were composed of both special and general educators. Figure 1 show the number of groups formed in elementary, middle and high schools or across the whole range in a local area.

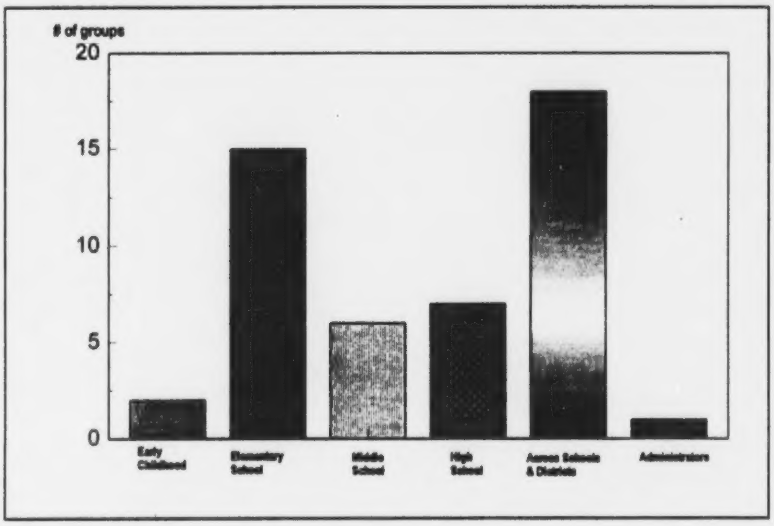

Figure 1: School areas where TWG's were formed

The majority of the TWG members were teachers (both special and general educators). Other roles described included administrators, educational assistants, district special education support persons and parents. Figure 2 illustrates the primary roles described by respondents to the 1993 and 1994 TWG Surveys.

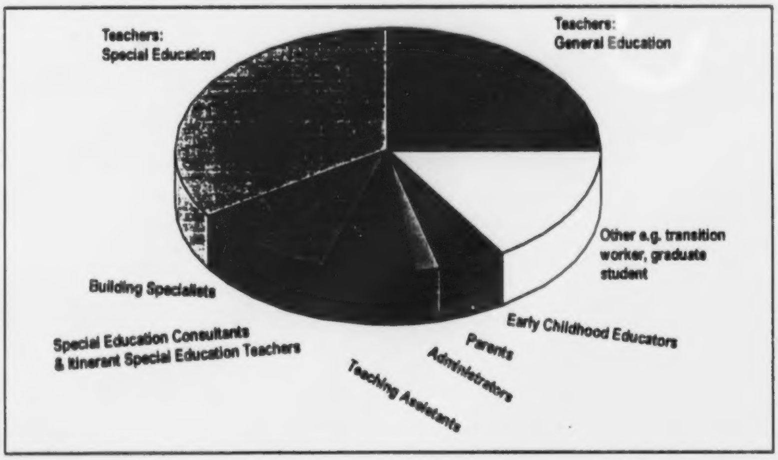

Figure 2: Primary Roles of TWG Members (%)

Crosstabs of the primary roles of the 1994 respondents with their school levels showed that for this cohort the ratio of special and general educators varied with school level. There were more general educator than special educator TWG members from elementary schools, the same number of each from middle schools, while all the high school TWG member respondents were special educators. Our interview data also showed secondary school TWG members were most often special educators. Figure 3 shows the primary roles of TWG members for each school level from the 1994 survey responses.

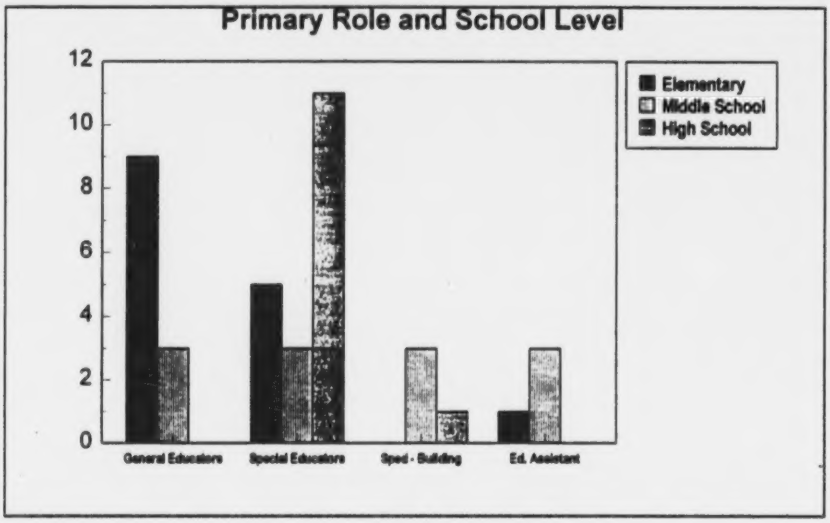

Figure 3: Primary Roles of TWG Members

While all groups included in their purpose improved educational experiences for students with severe disabilities, TWG members described the overall purpose of their groups in a variety of ways. In the 1993 and 1994 surveys, respondents were asked to describe up to three purposes for their work group meetings. Figure 4 shows the summation of overall purposes of TWG's across all respondents.

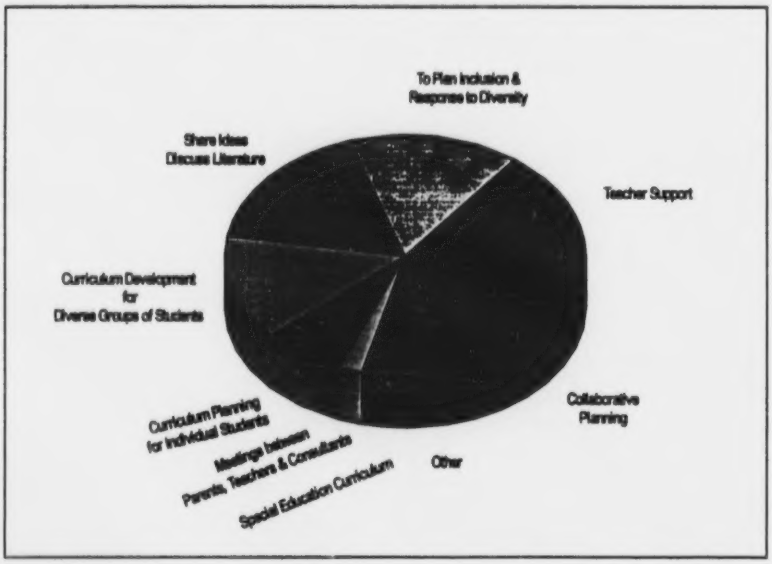

Figure 4: Overall Purpose of Teacher Work Groups

PROJECT FINDINGS

In this section we will report on the analysis and interpretation of the comprehensive data generated by this project. We will discuss: (a) the evolution of the idea of Teacher Work Groups over the period of the grant and teachers' perceptions of the supports provided by the TWG's; (b) the teachers' descriptions of their learning; (c) the changes they made; and (d) the impact of the supports we provided. We will illustrate our discussion with a description of the teacher working groups in one elementary school and conclude with seven principles for effective Teacher Work Groups derived from the evaluation.

Our research questions focused on the nature of the changes educators made in their educational practices and collegial relationships and the outcomes of these changes for themselves, their students and their schools. Most of the educators we interviewed, observed, and surveyed made some changes in their professional practice and many reported improved outcomes for themselves and their students. A number of our respondents also reported changes in their schools and in their understanding and use of Teacher Work Groups. We supported our analysis of these changes from the school restructuring literature and in particular, used Conley's three levels of change, *renewal, reform* and *restructuring* as an organizing framework for our analysis. (Conley, 1993)

A. The Teacher Work Groups

The first Teacher Work Groups were formed by special educators who met to plan for improved curriculum and educational experiences for students with severe disabilities. They worked in self-contained classrooms (and in one state, in separate schools), and often also developed action and advocacy agendas to promote the increased participation of their students in the school and community. We provided training for them through summer institutes in Oregon, Idaho and Ohio. In 1992, at the University of Oregon, we began a year-long course, *Building Capacity for Change* (BCC), to which we invited mixed groups of special and general educators from local schools. We formed Teacher Work Groups as an integral part of this course. These groups met during class and in their schools and districts. As the year progressed we observed that groups either co-opted other members from their schools to work on projects, e.g., *a work group of two physical education teachers formed a larger group at their school to develop an integrated and inclusive curriculum unit*, or that group members supported one another in taking an active role in teams that were already based in the school, e.g., *a group of four teachers ceased to meet as a formal group and instead worked from within a number of school-based groups like the site council*. In addition, some of the original groups began to re-focus and formed groups with other educators in their schools. One middle-school teacher explained:

> *I was so discouraged about my group with the special education teachers - it didn't seem to be working anymore, it wasn't useful for me... Now I meet three mornings a week with my team (one administrator, one counselor, two general education teachers, an educational assistant and myself). We are the 7th and 8th grade block team. We are working on school reform, integrated curriculum - I am seeing results, there are outcomes.*

We called these groups *spin-off groups* and began to trace their action and outcomes as well. In the 1993 and 1994 TWG surveys, 93 TWG members described for us their experiences as members of 129 teacher working groups. Figure 5 illustrates the changing composition of the TWG's over the 3 phases of the project.

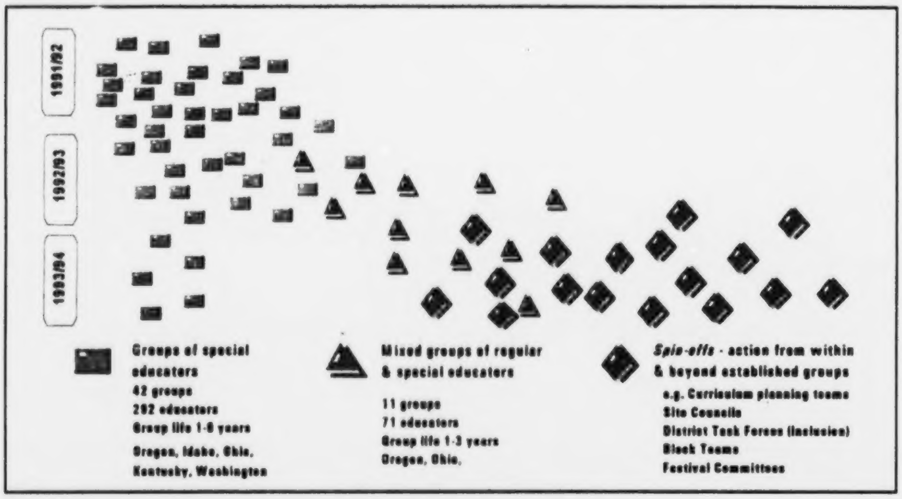

Figure 5: TWG Distribution

We asked the TWG members to rate *How the groups "worked" for them.* Over 80% of respondents gave the top ranking to the fact that TWG's provided a context that encouraged creativity and assisted them to form new ways of thinking about problems and issues. Next came personal support, followed by new ideas and information about teaching and help to do jobs and tasks. Table 4 provides a summary of these responses. (These items show the % of respondents scoring 2 or above on a 4 point scale).

Table 4: Benefits of TWG's to members

What TWG's provide to their members	% Who found that TWG's provide ...	% Who rated this as very useful
A context that encourages creativity	87	73
New ways to think about issues, problems or the status quo	84	72
A context to share worries or mistakes	84	64
Personal support, validation, fun	83	78
New ideas to try with students	82	71
New information about teaching, or other aspects of how to do your work	79	62
Help with getting work tasks completed	75	68
Materials and other concrete resources	74	50
New ideas to try with staff and other adults	73	64

B. What and how they learned

Teacher learning, translated into action to improve learning for students with disabilities, was at the heart of the TWG Project. In the TWG Surveys we asked respondents to rate their use of our publications and their learning about key areas in our programs. Ninety per cent of them rated inclusion as being very useful to them, followed by collaborative curriculum planning, the merger of special and general education, teaching approaches, student supports, organizational management and action planning. From the ESS Materials, the modules about individually tailored learning received the highest rating. Tables 5 and 6 present the ratings by respondents in these areas.

Table 5: ESS Materials

Use of University of Oregon Materials (including ESS)	% Who read or used	% Who rated as very useful
Activity-Based Assessment (Module 1c)	69	45
Activity-Based IEP (Module 1a)	69	41
Individually Tailored Learning: Strategies for Designing Inclusive Curriculum (Module 1d)	57	30
Classroom Management (Module 3a)	51	27
Making Collaboration Work (Module 1b)	49	25
Achieving Balance: Strategies for Teaching Diverse Groups of Students (Module 2b)	49	23
Ferguson, D.L. (1994) *Is communication really the point?*	41	18
Professional Development Planning Forms	31	14
Teacher Workgroup Pamphlet (Module 4c)	30	16
School Development System (Module 5a)	27	12

Table 6: Ideas and Information

Ideas & information shared during courses	% Who learned more about?	% Who rated as very useful
Inclusion	90	78
Collaborative/team curriculum design & teaching	80	47
Curriculum planning ideas (subject area)	76	49
Merger of special & general education	76	45
Mixed-ability teaching	74	55
Cooperative learning	71	35
Student assessment	69	39
Student supports	65	45
Behavior management	63	31
Organization/management ideas	57	41
Understanding school reform	57	31
Reflective/responsive teaching	53	20
Advocacy/action planning	51	31

During our interviews we invited teachers to reflect on the impact of TWG membership on their learning and adoption of new practices. A middle school teacher described how sharing with others in the group assisted her:

> *Being able to take information to the group and then working it through really solidified the learning for me. Using it with the group or delivering it to them made it come much more naturally to me. It's like ingraining ideas in your head and then being able to recall them at the proper time, rather than knowing you heard something somewhere and not being able to recall where.*

Teachers told us about two types of learning that were important to them: (1) learning **through** working together and (2) learning **about** working together.

(1) Learning through working together

Teacher Work Groups were important to their members because they provided them with the opportunity to work together to improve their teaching and curriculum for diverse groups of students. As one young teacher said:

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The group exposed me to teachers with exciting new ideas in specific content areas. My knowledge base increased. Other teachers brought in examples of "real world" successes.

When we cross referenced their descriptions of what and how they learned, Conley's three levels of change (Conley, 1993), and the type of the respondents' group (i.e. Phase 1, 2 or 3), we found that members of each group type described similar types of learning, and that these descriptions reflected one of the three levels of change, i.e.,

> **Renewal:** These groups were made up of special educators (Phase 1), either within a school or across schools. They told us how they learned new and different ways to do their current work, e.g., activity-based I.E.P.'s, new programs, and shared curriculum materials and resources. They had a strong focus on supporting one another and on advocacy on behalf of their students.
>
> **Reform:** These were in-school groups of special and general educators (Phase 2). They explored new approaches to curriculum, new working relationships, e.g., team teaching between specialist and classroom staff and integration of students with disabilities into general education classrooms. Their focus was on improved block or grade level curriculum and improved school functioning.
>
> **Restructuring:** This type of learning was characteristic of the spin-off groups, e.g., a number of educators working within an established group such as a site council (Phase 3). They challenged basic assumptions, looked for new directions, formed new understandings of professional roles and deepened their learning through sharing with others.

Figure 6 illustrates the distribution of groups and the types of learning they described.

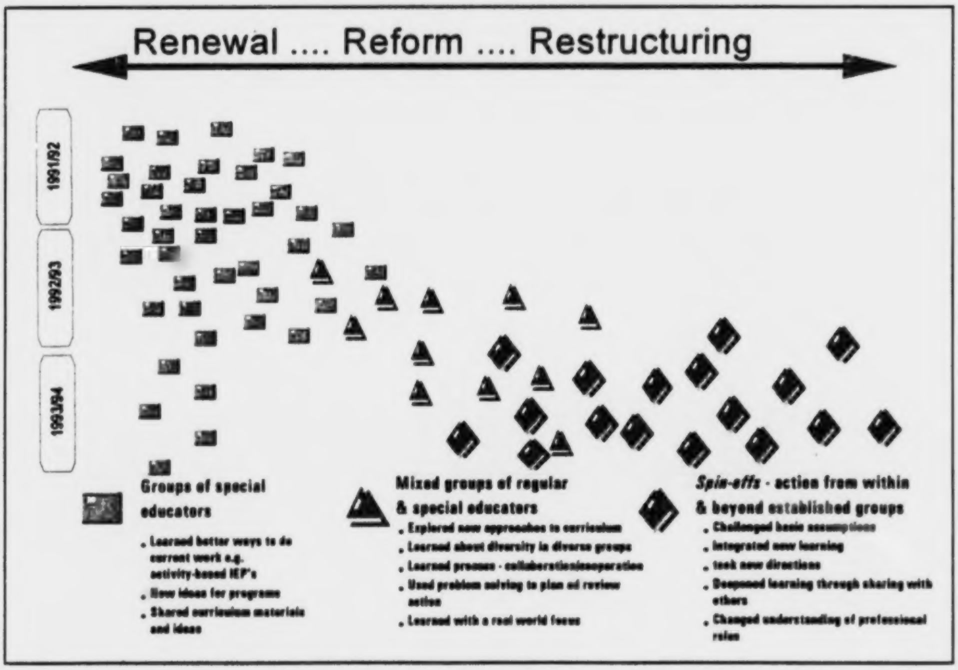

Renewal .... Reform .... Restructuring
1991/92
1992/93
1993/94
Groups of special educators
Learned better ways to do current work e.g. activity-based IEP's
New ideas for programs
Shared curriculum materials and ideas
Mixed groups of regular & special educators
Explored new approaches to curriculum
Learned about diversity in diverse groups
Learned process - collaboration/cooperation
Used problem solving to plan ad review action
Learned with a real world focus
Spin-offs - action from within & beyond established groups
Challenged basic assumptions
Integrated new learning
took new directions
Deepened learning through sharing with others
Changed understanding of professional roles

Figure 6: Learning through Teacher Work Groups

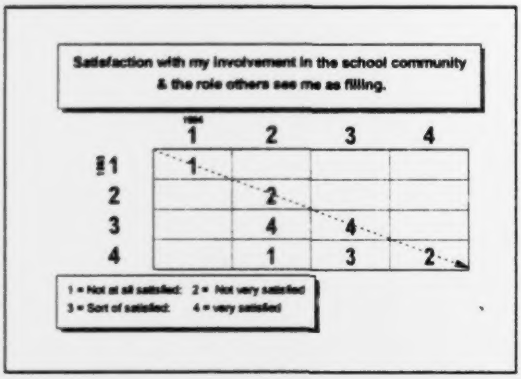
Difficulties: Not all respondents told us about positive and ongoing learning. Sometimes the environment was described as too difficult. For example:

> *You know that has been a big struggle for me this year. The ITER Module sounds very good, but our district is computerized - they say - "No, use this form and these goals". They are not interested in learning new ways.*

Another teacher in a self-contained high school class participated in a group for a short while and then left. She did not wish to deal with the issue of inclusion and change because she felt powerless to change things in her high school. Others told us that learning new ways of doing things made life more difficult for them, e.g.,

> *I tried to change my role as a consultant away from case-management, but it didn't work.....*
>
> *I tried to get teachers to take more responsibility for kids, but they had no time and resisted the role change.*

We cross-tabulated the responses of the cohort of TWG members who responded to both the 1993 and the 1994 surveys. This cohort consisted of 20 respondents, 17 of whom answered the survey question asking them to rate their satisfaction with their involvement in the school community and the role others see them as filling. Eight of these teachers (47%) expressed less satisfaction with their roles in 1994 than they had in their 1993 responses (Figure 7, below). We are hesitant about ascribing too much significance to survey responses over such a small sample, but we have included them here because they show a similar trend to our interview data and illustrate one of the difficulties that may face teachers as they re-evaluate their roles in the light of new knowledge.



Satisfaction with my involvement in the school community & the role others see me as filling.

1993 \ 1994	1	2	3	4
1	1			
2		2		
3		4	4	
4		1	3	2

1 = Not at all satisfied: 2 = Not very satisfied
3 = Sort of satisfied: 4 = very satisfied

Figure 7: Satisfaction with involvement and role

(2) *Learning about working together*

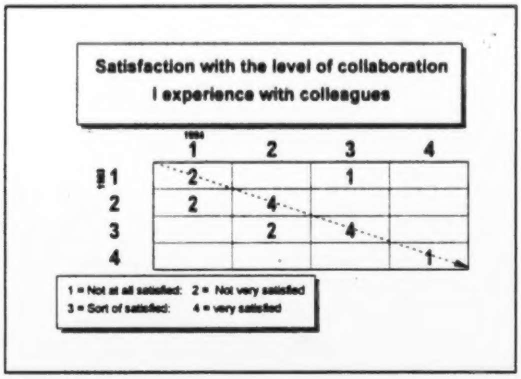
Teachers who are now involved in what we have called *spin-off* groups informed us that they were able to apply what they had learned about working together in their TWG's to new situations, e.g., their site council. Most respondents also told us that working together is very difficult. Some of their comments included:

It's really difficult to put together a collaborative group. Maybe it's my shortcoming. The best time though is when I am working with Gloria, there's a shared value. We can disagree but it's healthy......

I think multi-disciplinary collaboration is a very difficult thing to do. Agreeing to tolerate different approaches for example, when everyone thinks that what they've got to offer is the most important thing for this kid ....

Learning to work with adults is hard. We didn't really have teaching about how to do it. We got a little practice - one group I was in was a waste of time...

When we cross-tabulated the answers of the cohort of TWG members who responded to both the 1993 and the 1994 surveys (Figure 8) their responses also illustrated how difficult this area is for teachers. More than half of the group said they were *not satisfied* with the level of collaboration they experienced (56% in 1993 [9], and 62% in 1994 [10]), and of these 4 were less satisfied in 1994 than they had been in 1993.



Satisfaction with the level of collaboration I experience with colleagues

1994

	1	2	3	4
1	2		1	
2	2	4		
3		2	4	
4				1

1 = Not at all satisfied: 2 = Not very satisfied
3 = Sort of satisfied: 4 = very satisfied

Figure 8: Satisfaction with level of collaboration

Anderson (1993), in her descriptive report of Teacher Work Groups, acknowledges this difficulty in a number of the groups she surveyed. She suggests:

Adults of today were typically taught in their own schooling that to work with others was "cheating", to talk with others broke class rules, and that the only way to access information was from adults or reference materials, certainly not from peers. ... Many adults were not given the opportunity to learn and practice collaboration (p. 8).

She found that many of the groups interviewed reported good interpersonal relations, but also observed that a number of these groups based their good relationships on *friendship* rather than on a knowledge and understanding of group processes, and that they often experienced problems when new members from outside the friendship group joined the work group.

We provided opportunities for the Teacher Work Groups that were formed as part of the BCC Course to learn, practice and review their collaboration in the context of their performance of *real* tasks over the year. Copies of *Group Self Review Forms* are provided in Attachment 3. Members of these groups reported a more positive experience:

> *Collaboration means a lot more to me now than it used to, everyone gives input - it doesn't matter what your role is, we can all learn from each other, I have no doubt about that. I used to think, because of my background and being raised that the teacher knows all, that my information was not as important as other peoples'.*

> *I see the value of collaboration in working with teachers, brainstorming with each other to tailor things to specific kids. The group changed my mind about my professional growth.*

Our observations of these groups, and our analyses of their group evaluations, have lead us to the conclusion that groups need to slowly and directly learn cooperative and self-reflective working habits in the context of *real* work.

C. What changed

Teachers reported a wide variety of activities and outcomes from their involvement with Teacher Work Groups. Our primary measure of the changes effected by TWG's was the self-report of members through the TWG surveys and interviews. In addition we carried out observations in a number of classrooms and schools in Oregon and Ohio, and reviewed the school-based curriculum products from the groups in the BCC Class. We learned about changes in two major areas: (1) outcomes for teachers and schools, and (2) outcomes for students (in particular students with severe disabilities).

(1) Outcomes for teachers and schools

The importance given by TWG members to inclusion, collaborative curriculum design and teaching and the merger of special and general education (Table 6, p. 16), meant that the presence of Teacher Work Groups in schools and districts affected attitudes about inclusion and school reform. Anderson (1993) reports:

> *One of the most exciting aspects of the Teacher Work Group concept is the "ripple effect" .... Work group members helped establish climates where schools took ownership of issues of inclusion. These educators impacted their peers in numerous ways. Some members disseminated information to other educators by joining or presenting to school-based teams. One group was successful at "closing" a separate classroom for students with orthopedic impairments by assessing the accessibility of the school's classrooms. Another group took responsibility for opening a classroom in a public school for kids who had previously attended a separated school (p. 13, 14).*

We classified TWG reports of activities and outcomes according to our organizing framework into *renewal activities*, *reform activities* and *restructuring activities*:

> **Renewal:** TWG's worked on I.E.P.'s and programs, shared ideas and materials and provided members with personal and professional support. They reported improved collaboration between special education teachers and educational assistants, problem solving, curriculum development, less isolation activity-based and community referenced instruction and assessment (Phase 1 groups)

> **Reform:** These groups worked on cooperation between special and general education teachers, planned inclusion of students in classrooms and worked on team curriculum development and team teaching. They achieved inclusion of student diversity in some classrooms, a focus on improved

learning for a wider range of students, more integrated curriculum and professional development for educational assistants (Phase 2 groups).

Restructuring: TWG members worked at school restructuring, school and district planning for inclusion, professional development of diverse groups of staff and the initiation of school change grants from within a number of school or district-based teams and committees. Where this was happening, TWG members supported developments such as: the re-focus of site councils to address systemic inclusion, district planning for inclusion, transition planning projects across schools, review of the roles of teachers, specialists and educational assistants, and the establishment of new roles, new partnerships and teams (Phase 3 groups).

Figure 9 summarizes some of the changes effected by TWG's over the period of the grant.

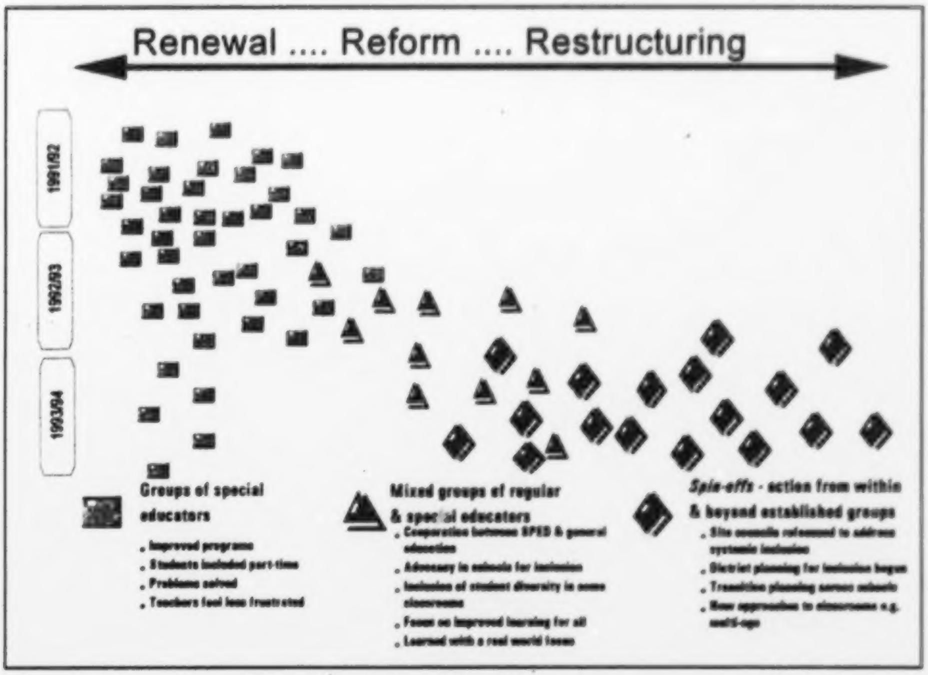

Renewal .... Reform .... Restructuring
1991/92
1992/93
1993/94
Groups of special educators
Improved programs
Students included part-time
Problems solved
Teachers feel less frustrated
Mixed groups of regular & special educators
Cooperation between SPED & general education
Advocacy in schools for inclusion
Inclusion of student diversity in some classrooms
Focus on improved learning for all
Learned with a real world focus
Spin-offs - action from within & beyond established groups
Site councils refocused to address systemic inclusion
District planning for inclusion begun
Transition planning across schools
New approaches to classrooms e.g. multi-age

Figure 9: Changes made by TWG's

(2) Outcomes for Students

As noted above, it is beyond the purview of this grant to apply measures of student achievement. TWG members, however, reported a wide range of student outcomes which they felt were supported by their participation in Teacher Work Groups, e.g.:

- Students with disabilities who had been full-time in special education classrooms were included part-time in general education classrooms.
- Special and general education teachers cooperated together to develop creative ways of assessing the achievements of all students in inclusive classrooms.
- Teachers worked together to develop integrated curriculum units which were tailored to a wide range of student diversity. Teachers reported using Module 1d from the ESS materials.

Individually tailored learning: strategies for designing inclusive curriculum, (Ferguson et al 1993) to assist them in this process, e.g.:

Having the group made may life easier. Teachers were able to modify work with a greater number of kids. Teaching assistants knew how to support kids better and didn't have to ask what to do.

- Peer tutoring and peer support arrangements were established for students of differing abilities, e.g.:

One group of kids was called "independent readers". One of the girls was quite excited because it was her turn to be a peer teacher for a boy with Down Syndrome. The two of them worked together at a table set in a nook in the corridor. Both of them seemed to be having fun. When he came back he showed me his work (From an observation in a TWG member's classroom.)

- Groups worked together to develop improved behavioral support plans.
- Students with disabilities who had previously spent most of their time in self-contained classrooms were participating in a whole range of educational and social activities with their peers, thus gaining membership in schools and communities, e.g.:

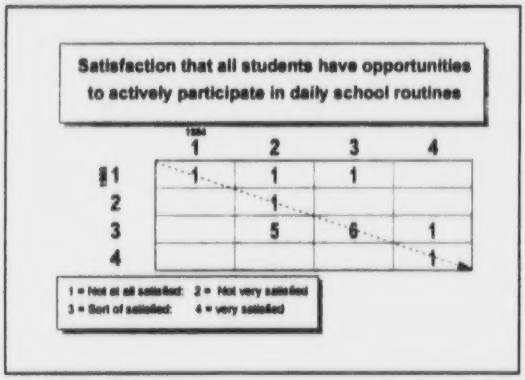
One of the girls in my class needs some help getting to the lunchroom - seeing she gets all the stuff she needs. We've got a kind of volunteer basis. The kids stay with her in line and then will have lunch with her. If those kids were not on team with her they wouldn't volunteer.

- Many teachers reported increased understanding and acceptance of diversity by students.

At the same time as they shared with us these improved outcomes for students, teachers also told us about developing higher expectations for their students. They were questioning situations they had previously taken for granted, e.g., an educational assistant at an elementary school recounted:

> *Actually I asked this group of boys that I had from first grade when they first came to our school. They had been pulled out for reading. It just so happened that every year I would end up with this same group,- and they would always be in the same group because they were always grouped in that way. So by the time they were in fourth grade, I said to them in class one day, "You know you need to hurry up because you will miss what your class is doing this afternoon." And they said "Well we're not really part of the class. The teachers don't consider us part of the class." And they don't even want to be part of the class. That whole group of boys had really separated themselves and didn't want to be part of the class. All the next day I was thinking "Gosh when did that happen? When did they decide that? The next day I asked some 3rd graders that I had in the same situation, and they still wanted to be part of the class but they were almost to that point where they considered they weren't part of the class. It had been three years since they were pulled away.*

When we cross-tabulated the responses of the cohort of TWG members who answered two questions about student outcomes in both the 1993 and the 1994 surveys, i.e., satisfaction that all students have opportunities to actively participate in daily school routines (Figure 10), and satisfactions that teaching is flexible, tailored to students, and occurs in a wide variety of locations and groupings (Figure 11), we found similar trends in the responses, i.e. both increased satisfaction with student outcomes and increased dissatisfaction. Three respondents were *more satisfied* with student opportunities to actively participate in 1994 than they had been in 1993, 5 were *less satisfied* and 9 did not change. Likewise in the area of flexible, tailored teaching, 4 were more satisfied, 4 less satisfied, and 9 did not change. Survey data of such a small cohort is not conclusive. However these analyses provide us with additional illustrations of teachers' perceptions of students outcomes.

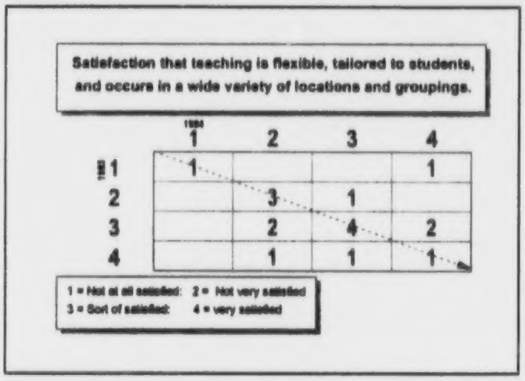


Satisfaction that all students have opportunities to actively participate in daily school routines

	1	2	3	4
1	1	1	1	
2		1		
3		5	6	1
4				1

1 = Not at all satisfied: 2 = Not very satisfied
3 = Sort of satisfied: 4 = very satisfied

Figure 10: Satisfaction with student participation



Satisfaction that teaching is flexible, tailored to students, and occurs in a wide variety of locations and groupings.

	1	2	3	4
1	1			1
2		3	1	
3		2	4	2
4		1	1	1

1 = Not at all satisfied: 2 = Not very satisfied
3 = Sort of satisfied: 4 = very satisfied

Figure 11: Satisfaction with personalized curriculum

D. How we supported Teacher Work Groups

We initiated Teacher Work Groups through professional development activities and provided follow-up support in a number of ways, i.e., regular contact and support to groups by TWG liaison staff, follow-up visits, reunions, workshops and activities and through the weekly class meetings of the *Building Capacity for Change* program. We supported groups in the three levels of change, i.e.:

Renewal: We provided curriculum ideas and materials (ESS), personal support, assistance with problem solving and group process and help with meetings.

Reform: We provided curriculum ideas and materials (ESS) and assistance with curriculum development for integrated and individually tailored curriculum for elementary, middle and secondary schools; advice on new roles for special education teachers and educational assistants; assistance to plan educational supports for students with disabilities; assistance with organization, management and group process; action and advocacy planning and opportunities to try new approaches and receive ongoing support.

Restructure: In addition to the above we assisted teachers to understand school reform and systemic inclusion; to develop new frameworks for analysis and planning; to learn more about school and systemic change and to develop strategies for change.

We provided three levels of support i.e.,

1. Initiation through Summer Institutes for special educators plus follow-up liaison support (Oregon, Ohio, Idaho);
2. Initiation through Summer Institutes for school teams of special and general educators with follow-up liaison support, visits and workshops (Ohio 1993); and
3. Initiation through the BCC Course (1 year of teaching and supported action) and follow-up reunions.

In analyzing the TWG Project data, it is clear that both the level and type of support offered and the type of membership of the TWG had a significant impact on the project outcomes:

- ***Building Capacity For Change Course*:** These groups showed the greatest level of impact. Teachers were formed into heterogeneous groups, and where possible, in teams from local schools. In a year long program, there was time to work with groups on the understanding of general and special education reform, individually tailored curriculum, integration of classroom practice and the larger school reform context and the development of cooperative and self-reflective working habits. In addition, through assignments and real tasks, we supported teachers' practice and reflection. We were able to identify the three levels of change among members of these class groups.

- **Summer Institutes for school teams of special and general educators with follow-up visits and workshops (Ohio 1993):** While it was not possible to replicate the impact of a year-long course in a week-long summer institute, the 1993 Summer Institutes in Ohio replicated some of the logic and activities of the BCC course, i.e., participants were invited to attend in heterogeneous teams from local schools, and they were given opportunities during the institute to plan together *real* tasks within their schools. On our follow-up visit to Ohio in the Fall of 1993, we found work group participants engaged in *renewal* and *reform* activities.

- **Summer Institutes for Special Educators plus follow-up liaison support:** In these summer institutes we taught groups of special educators from local areas strategies for activity-based and individually tailored learning. Many successful groups developed out of these workshops. Teachers worked together to improve curriculum and teaching and to advocate for the inclusion of their students with disabilities in the educational and social life of their schools. In the main these groups engaged in *renewal* activities.

Our experience suggests that the conditions for the optimum development and effectiveness of Teacher Work Groups include: (1) heterogeneous membership of groups, (2) the opportunity to learn over time and (3) a curriculum which assists participants to challenge practice and assumptions, learn cooperative and self-reflective working habits and use heuristic tools in the context of thoughtful study and action in schools.

E. One case: Cloverdale Elementary School

In providing a brief case history of Cloverdale Elementary School, we are not suggesting that it is typical of the TWG's formed through the project. We have included this story because the participation of heterogeneous groups of educators from this school over three years in the TWG Project and the BCC Course taught us much about the possibilities of teacher working groups to support school restructuring.

1992: **In 1992, two general educators and an educational assistant from Cloverdale enrolled in the BCC Course and formed a Teacher Work Group.** Their participation in the course received strong support from their principal who was an active educational leader. They supported one another in their learning, worked on projects at school together, invited other teachers to observe the new ideas they tried in their classrooms, shared ideas with other teachers over lunch and at meetings, joined the site council, and worked with other teachers to write school change grants. One of the TWG members collated an annotated bibliography of all the course readings and materials and made them available to the school and the district.

Over the year they recruited a group of five teachers and educational assistants to enroll in the BCC course for 1993. They also advertised the course at other local schools. A team of educators from the middle school planned to attend the BCC Course in 1993.

By the end of the year they had stopped meeting as a separate group. Instead they supported one another to actively participate in a number of school and district based groups, e.g., site council, district inclusion task force and grade level curriculum teams.

1993: **A second team joined the BCC Course, formed a work group and acted in much the same way as the first group**. Group 1 and Group 2 members began to cooperate informally in many forums across the school day and term. They were able to provide assistance and modeling to other teachers and educational assistants about inclusion. The teachers in the group became cooperating professionals for masters students and gave pre-service trainees the opportunity for practicum experiences in inclusive classrooms. They cooperated with the team from the local middle school and developed a transition plan with them for students with disabilities moving up to the middle school. Teachers from one other local elementary school were recruited to the program.

1994 **A third team joined the BCC Course and formed a Work Group.** Group 1, 2 and 3 members began to cooperate in forums across the school. The teachers in the groups became cooperating professionals for masters students and gave pre-service trainees the opportunity for practicum experiences in inclusive classrooms.

Throughout this period, Cloverdale Elementary School worked consistently on renewal, reform and restructuring while receiving ongoing support from the BCC Course and teacher work group members. The teacher work groups from Cloverdale, in turn, supported other school-based participants and masters students in the BCC Course. At the same time, they assisted us to better understand school change and systemic inclusion and to refine our understandings of teacher work groups. Figure 12 illustrates the increasing action of the TWG members within the school.

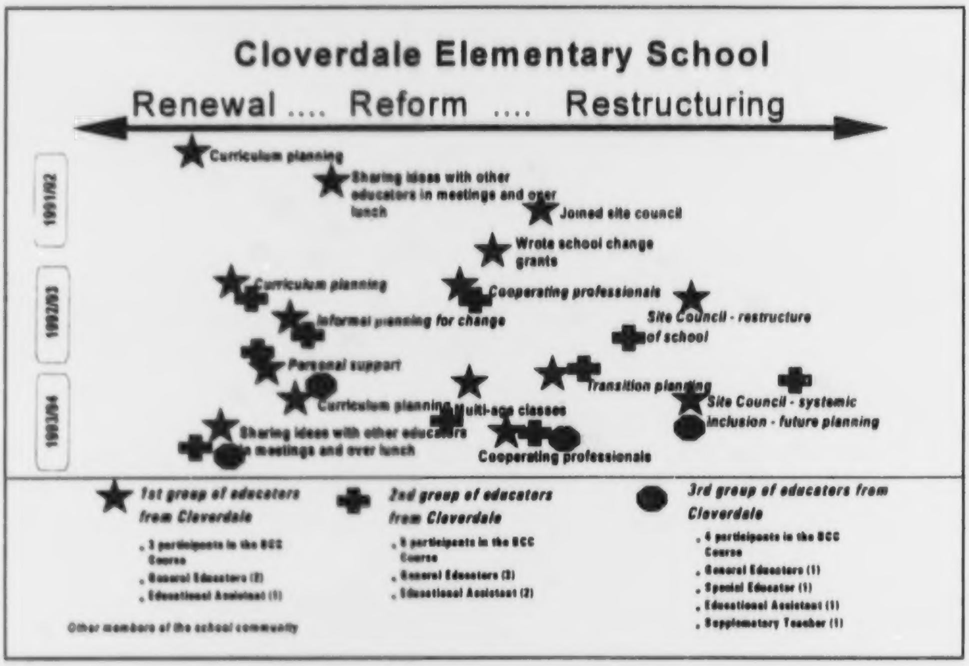

Cloverdale Elementary School
Renewal .... Reform .... Restructuring
1991/92
1992/93
1993/94
Curriculum planning
Sharing ideas with other educators in meetings and over lunch
Joined site council
Wrote school change grants
Curriculum planning
Cooperating professionals
Informal planning for change
Site Council - restructure of school
Personal support
Transition planning
Curriculum planning
Multi-age classes
Site Council - systemic inclusion - future planning
Sharing ideas with other educators in meetings and over lunch
Cooperating professionals
1st group of educators from Cloverdale
3 participants in the BCC Course
General Educators (2)
Educational Assistant (1)
2nd group of educators from Cloverdale
5 participants in the BCC Course
General Educators (3)
Educational Assistant (2)
3rd group of educators from Cloverdale
4 participants in the BCC Course
General Educators (1)
Special Educator (1)
Educational Assistant (1)
Supplementary Teacher (1)
Other members of the school community

Figure 12: A Case Study

F. Summary and conclusion

We began the Teacher Work Group Project to assist teachers of students with severe disabilities to learn about new teaching practices and to help them use these practices in their classrooms and schools. The participation of many gifted and dedicated teachers has taught us much. We suggest the following seven principles for functioning of effective Teacher Work Groups:

1. **Effective groups form naturally around shared understandings and real tasks.**

   Teacher work groups developed cohesion and strength as members worked together to: 1) develop a common focus and shared understandings about issues and ideas, e.g., systemic inclusion, and 2) work on real tasks, e.g., an integrated curriculum unit for **all** the students in a grade level.

2. **Heterogeneous groups are more productive and effective than homogeneous groups.**

   Diverse, multi-skilled membership of teacher work groups promoted flexible and creative problem solving and cooperative action. Groups formed within a single strand or discipline ,e.g., special education alone, or general education alone, often missed vital understandings or information and planned action that was difficult for other groups in the school community to understand or implement.

3. **Groups need to slowly and directly learn cooperative and self-reflective working habits in the context of *real* work.**

   Teacher work groups needed to be supported to learn cooperation and self-reflection as they engaged in *real* tasks, e.g., through self-evaluative review of their progress on a particular project. We were able to do this most effectively in the context of the BCC Course sequence over three terms.

4. **Groups need assistance to continually tack back and forth from the specific issue/task at hand and the larger school reform context.**

   For teacher work groups to successfully carry out real tasks, e.g., planning a curriculum unit which is inclusive of all students at one grade or block level, they needed to also consider the impact of the overall climate, culture and organization of the school and the wider education system. It is only when these two aspects were held in balance that the level of change we have called *restructuing*, occurred. Of particular importance to this project was the merging of special and general education reform agendas in the context of schools and districts.

5. **Individuals within groups need to be prepared and assisted to challenge both practices and assumptions.**

   Progam improvement was more likely to take place when groups were assisted to question and review both their practice, e.g., I.E.P. planning, and their assumptions, e.g., that homogeneous grouping is necessary to teach students with disabilities.

6. **Heuristic tools are more effective than prescriptive tools.**

   Tools which were useful to teachers (and teacher work groups) were not prescriptive procedures, but rather heuristic tools that could be adopted and adapted to fit the complexity of each school and teacher without compromising the underlying logic.

7. **Work groups also need to be study groups.**

   Effective teachers are lifelong learners. Likewise work groups were more effective if members also learned together, in order to work together creatively and effectively.

In conclusion, we reiterate the four characteristics of the implementation of the TWG Project which were of particular importance to the project outcomes. These were: (1) a professional development approach which was responsive to teachers' concerns and perspectives, and which was formulated collaboratively with them in the complex context of schools; (2) the facilitation of the cooperative Teacher Work Groups which extended the original in-service by providing local support for ongoing learning, curriculum improvement and school change; (3) the evaluation design which continuously provided Schools Projects staff with the data to inform the improvement of their project efforts, including new developments in the project itself; and (4) the situating of project activities in the broad context of special and general education reform.

PROJECT MANAGEMENT AND IMPACT

The TWG Project was operated through six objectives. Three of these involved the development, implementation, and support of Teacher Work Groups. the remaining three addressed plans for evaluation, management and dissemination of project information and products. Table 7 briefly summarizes the status of each objective and activity by the end of the project period, incorporating design changes made along the way.

A. Completion of project objectives

Table 7: TWG Summary of Project Activities

OBJECTIVES	PROJECT STATUS
1. **Hold three week-long Summer Institutes in June of 1992-1994 in Oregon and/or Ohio**	
1.1. Recruit Summer Institute participants	
1.2. Prepare and mail Summer Institute materials to participants	
1.3. Deliver five days of training	• See Table 8 for a complete list of trainings
1.4. Recruit and form new work groups	• Over the three year period, 27 work groups were begun and supported for varying lengths of time in Oregon, Idaho, Washington and Ohio. An additional 9 groups, begun before the project started, were supported as well.
1.5. Evaluate Summer Institute presentations, activities, and materials	• Evaluation Summaries of Institutes and selected workshops are provided in Attachment 2
2. **Provide ongoing, intermittent or indirect support to existing and new work groups**	
2.1. Call work group representatives weekly	• Project staff supported Teacher Work Groups, including one person in Idaho and one person in Ohio • TWG Liaisons (Project staff) recorded regular contact with groups through monitoring forms and logs
2.2. Visit work group teachers' classrooms according to planned schedule	• Regular visits were made to schools and classrooms in Ohio, Idaho and Oregon
2.3. Attend work group meetings according to planned schedule	• TWG staff attended TWG meetings in all states. BCC TWG's received weekly support over 3 terms
2.4. Monitor work group activity and needs	• administrator group formed
2.5. Form and support 2 pilot work groups of administrators	• .Work group activity and needs monitored through Project Liaisons, through the BCC Course
3. **Hold a one-day Reunion Workshop (one in Oregon, one in Ohio) for at least one representative from each work group in February of 1992-1994**	
3.1. Identify participants	• A one-day Reunion Workshop was held in Eugene in conjunction with the Oregon Conference in February 1992 and 1993.
3.2. Survey all work group members for agenda items	
3.3. Prepare materials and presentations	• Two additional Oregon Reunions were held in February and May of 1994.
3.4. Present and facilitate work group Reunion Workshop	

Table 7: TWG Summary of Project Activities

OBJECTIVES	PROJECT STATUS
3.5. Evaluate Reunion workshop presentations, activities, and materials	• Project staff held a Reunion Visit in Ohio in November of 1993.
4. **Evaluate project impact**	
4.1. Evaluate effectiveness of work groups for assisting teachers to implement new educational practices 4.2. Evaluate impact of work group activities on students with disabilities. 4.3. Evaluate impact of work group activities on teachers	• A comprehensive evaluation of the TWG Project was carried out. The evaluation design is described in detail in Section 2: *Project Design*, the evaluation instruments i.e. surveys and interview guides, are provided in Attachment 3, and the project findings are described in Section 3: *Project Findings* • In addition a Masters Student project which described the Teacher Work Groups in 1993 is provided in the supplementary documentation.
5. **Manage project activities**	
5.1. Plan and update project timelines	• All project timelines were evaluated and updated during weekly project meetings.
5.2. Establish and maintain project staffing	• Staffing was established and maintained over the duration of the project
5.3. Ensure participation of under-represented groups	• Projects exceeded all University Affirmative Action Guidelines
5.4. Establish and maintain a project advisory committee	• TWG Liaison group met regularly to review project progress
5.5. Report to project funders	
6. **Extend project impact**	
6.1. Coordinate continuation of work group support through Oregon Department of Education Teacher Cadre project	
6.2. Disseminate project results through professional presentations and publications	• Project activities and results disseminated at local, state, national, and international conferences and workshops.

Throughout this demonstration project, project staff created many and varied opportunities to extend the impact of the project through (1) teaching activities (e.g. inservices, workshops, institutes, and presentations), and (2) development and dissemination of products and publications. Table 8 summarizes project related teaching activities, Table 9 describes publications related to the TWG Project (completed or in final preparation), and Table 10 enumerates the dissemination of Schools Projects Modules (ESS Materials) over the project period.

B. Workshops and courses

Table 8: TWG Presentations and Workshops

DATE	LOCATION	TYPE OF PRESENTATION	PRESENTER	NUMBER OF PARTICIPANTS	ESS COMPONENTS
3/92	Anchorage, AK	Presentation	Ferguson		Achieving Balance
5/92	Portland, OR	Inservice	Ferguson		

Table 8: TWG Presentations and Workshops

DATE	LOCATION	TYPE OF PRESENTATION	PRESENTER	NUMBER OF PARTICIPANTS	ESS COMPONENTS
6/92	New Orleans, LA.	3 day workshop	Ferguson, Rivers	100	RCPS, TWG, Group Instruction
7/92	Columbus, Ohio	Week long Institute	Ferguson, Meyer, Ralph	35	TWG, Activity-Based IEP, RCPS, Group Instruction
8/92	Little Rock AR	Inservice	Meyer	150	Achieving Balance
11/92	Portland, OR	Inservice	Willis, Young	100	Group Instruction
11/92	TASH Conference	1 hour presentation	Ferguson, Young, Willis	70	Group Instruction
11/92	TASH Conference	1 hour presentation	Ferguson, Young, Willis	65	IES,
11/92	TASH Conference	1 hour presentation	Ferguson, Willis	125	RCPS
11/92	San Francisco, CA	Presentation	Ferguson, Willis		TWG
11/92	Sweet Home, OR.	1 day workshop	Meyer, Willis	25	TWG, Group Instruction, Activity-based IEP
12/92	Redmond, OR	Workshop	Ferguson		
1/93	Marietta, Ohio	2 hour inservice	Jeanchild	200	TWG, RCPS
1/93	Cleveland, Ohio	4 hour inservice	Jeanchild	130	TWG, RCPS
2/93	Eugene, OR	Presentation	Ralph, Young, Willis and Meyer		
3/93	Baltimore, MD	Presentation	Ferguson		
3/93	Lucas County, Ohio	4 hour inservice	Jeanchild	25	IES, TWG
3/93	Newark, Ohio	4 hour inservice	Jeanchild	20	TWG, IES
3/93	Junction City, OR.	3 hour presentation	Ferguson	50	RCPS, Group Instruction, IEP
3/93	Coshocton, Ohio	4 hour inservice	Jeanchild	12	TWG
4/93	Columbus, Ohio	4 hour inservice	Jeanchild	24	TWG, Activity based IEP, HAI
5/93	Bend, OR	2 hour presentation	Young	35	ITER
6/933	Eugene, OR	2 week Summer Institute	P. Ferguson	20	
7/93	New Orleans, LA	Three day Summer Institute	Ferguson, Rivers	85	TWG, ITER, Group Instruction, SDS
7/93	Hillsboro, Ohio	Week long Summer Institute	Ferguson, Jeanchild, Meyer	49	TWG, ITER, Group Instruction, SDS
7/93	Cincinnati, Ohio	Week long Summer Institute	Ferguson, Dalmau, Meyer	31	TWG, ITER, Group Instruction, SDS
8/93	Boise, Idaho	3 day Summer Institute	Ferguson, Greenfield, Willis, Ralph	40	TWG, ITER, Group Instruction, SDS

Table 8: TWG Presentations and Workshops

DATE	LOCATION	TYPE OF PRESENTATION	PRESENTER	NUMBER OF PARTICIPANTS	ESS COMPONENTS
8/93	Hillsboro, Ohio	3 hour inservice	Jeanchild	20	HAI, Activity-Based IEP, ITER
9/93	Columbus, Ohio	Half day inservice	Jeanchild	30	TWG, RCPS, HAI
9/93	Newark, Ohio	2 hour presentation	Jeanchild	10	TWG
10/93	Columbus, Ohio	1 hour presentation	Jeanchild	50	TWG, RCPS
10/93	Newark, Ohio	Half day inservice	Jeanchild	10	Activity-based IEP, SDS, ITER
10/93	Bend, OR	1 day workshop	Willis, Ralph	40	TWG
10/93	Portland, OR	Panel discussion	Ferguson, Roach	24	
11/93	Chicago, IL	1 hour presentation	Ferguson, Willis	35	RCPS
11/93	Chicago, IL	2 hour presentation	Ferguson	40	IES
11/93	Cincinnati, Ohio	2 day workshop	Ferguson	80	ITER, TWG, Group Instruction
12/93	Albuquerque, MN	Keynote Presentation	Ferguson	200	
1/94	Albany, OR	3 hour presentation	Ralph, Meyer	20	ITER, TWG
2/94	Lincoln City, OR	Half day workshop	Dalmau, Randall, Droege, Meyer	70	ITER, TWG
2/94	Sitka, Alaksa	Two day workshop	Ralph	120	ITER, TWG
2/94	Eugene, OR	2 hour presentation	Temple, Kelly, Ralph	20	ITER, TWG
2/94	Eugene, OR	1 hour presentation	Ferguson, Willis	15	IES
2/94	Eugene, OR	:Presentation	Ferguson, Meyer, Ralph, & Willis		
2/94	Eugene, OR	Presentation	Ferguson, Droege, Meyer, & Ralph		
3/94	Atlanta, GA	Presentation	Ferguson		
5/94	Edmonton, Alberta Canada	2 Presentations	Ferguson		
6/94	Eugene, Oregon	2 week Summer Institute	P. Ferguson	30	
6/94	Reykjavik, Iceland	Panel Discussion & Presentation	Ferguson		
8/94	Columbus, OH	Workshop	Ferguson		

C. Products and dissemination

Table 9 : Publications Related to the TWG Project

TITLE	PRODUCT	STATUS
Anderson, J. (1993) *Teacher Work Groups: A descriptive report of work groups supported by the Specialized Training Program from 1986-1993.* Eugene, OR: Specialized Training Program, University of Oregon ***	Masters Project	Available from Schools Projects (STP)
Ferguson, D. L. & Meyer G. (in press). Creating together the tools to reinvent schools. In M. Berres, D. Knoblock, D. Ferguson, & C. Woods (Eds) , *Restructuring schools for all children.* NY: Teachers College Press	Book Chapter	In press
Ferguson, D. L., & Ralph, G. (in press). Special education: Praxis unbound. In B. A. Thyer, & N. P. Kropf (Eds.), *Developmental Disabilities: Handbook for interdisciplinary practice*: Cambridge, MA: Brookline Books	Book Chapter	In press
Berres, M., Knoblock, D., Ferguson, D., & Woods, C. (in press). *Restructuring schools for all children.* NY: Teachers College Press.	Book	In press
Ferguson, D. L. (1994). Magic for teacher work groups: Tricks for colleague communication. *Teaching Exceptional Children.* Fall (pp. 42-47) ***	Journal Article	Fall, 1994
Ferguson, D.L., Meyer, G., Jeanchild, L., Juniper, L., & Zingo, J. (1993). Figuring out what to do with grownups: How teachers make inclusion "work" for students with disabilities. *Journal of the Association for Persons with Severe Handicaps, 17*(4), 218-226.	Journal Article	1993
Ferguson, D. L., & Ryan-Vincek, S. (1992). Problems with teams in special education: From technical solutions to reflective practice. *Journal of Learning About Learning. 5*(11).***	Journal Article	1993
Ferguson, D. L. (1989). *The elementary/secondary system: Supportive education for students with disabilities. Module 4c: Teacher work groups: Getting a little help from your friends.* Eugene, OR: Specialized Training Program, University of Oregon. ***	ESS Teaching Materials used and reviewed during the TWG Project: Available from Schools Projects (STP)	1989
Ferguson, D. (1992). *The elementary/secondary system: Supportive education for students with disabilities. Module 5b: School development system.* Eugene, OR: Specialized Training Program, University of Oregon ***	ESS Teaching Materials used and reviewed during the TWG Project	1992
Ferguson, D., Jeanchild, L., Todd, A., Willis, C., Young, M., Meyer, G., & Ralph, G. (1993). *The elementary/secondary system: Supportive education for students with disabilities. Module 2b: Achieving Balance: Strategies for teaching diverse groups of students.* Eugene, OR: Specialized Training Program, University of Oregon. ***	ESS Teaching Materials used and reviewed during the TWG Project	1993
Ferguson, D., Jeanchild, L., & Todd, A. (1991). *The elementary/secondary system: Supportive education for students with severe handicaps. Module 1a: The activity-based IEP.* Eugene, OR: Specialized Training Program, University of Oregon. ***	ESS Teaching Materials used and reviewed during the TWG Project	1991
Ferguson, D. L., & Meyer, G. (1991). *The elementary/secondary system: Supportive education for students with severe handicaps. Module 1c: Ecological assessment.* Eugene, OR: Specialized Training Program, University of Oregon.	ESS Teaching Materials used and reviewed during the TWG Project	1991
Ferguson, D. L., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993). *The elementary secondary system: Supportive education for students with severe handicaps. Module 1d: Individually tailored learning: strategies for designing inclusive curriculum.* Eugene, OR: Specialized Training Program, University of Oregon. ***	ESS Teaching Materials used and reviewed during the TWG Project	1993
Jeanchild, L., & Ferguson, D. L. (1991). *The elementary/secondary system: Supportive education for students with severe handicaps. Module 2a: Teaching: Supporting valuable learning outcomes.* Eugene, OR: Specialized Training Program, University of Oregon.	ESS Teaching Materials used and reviewed during the TWG Project	1991

*** A copy of this document is provided in the supplementary volume of this report. Copies may be obtained form the Schools Projects (STP) University of Oregon

Table 10: Dissemination of Modules (ESS Materials)

MODULE	1991	1992	1993	1994	TOTAL
1a: Activity-Based IEP	141	80	32	48	301
1b: Making Collaboration Work	90	71	22	21	204
1c: Activity-Based Assessment	–	40	22	30	92
1d Individually Tailored Learning			383	109	492
2a: Teaching Supporting Valuable Learning Outcomes	–	48*	29	20	97*
2b: Heterogeneous Group Instruction (Achieving Balance: Strategies for Teaching Diverse Groups of Students)	146	3+	343	49	541
3a: Classroom Management and Information Systems	161	46	32	56	295
3b: Transition Planning System	90	43	35	18	186
3c: Information and Management System for School Therapists	91	24	13	15	143
4a: Regular Class Participation System	422	36	33	24	515
4b: Community Leisure Participation System	83	32	22	13	150
4c: Teacher Work Groups:	184	49	106	17	356
4d: Building Team Consensus	70	44	31	16	161
5a: Program and Teacher Development System	100	33	26	13	172
5b: School Development System	–	9*	80	107	196*
TOTALS	1578	558	1209	556	3901

+ 2b was rewritten in 1992 and is now Achieving Balance: Strategies for Teaching Diverse Groups of Students

* School Development System was written at the end of 1992

For further information we have prepared this final report in two versions. One consists of this volume of the report, the other includes the publications indicated in Table 9. If you have received the shorter version without attachments, you may receive any of the mentioned products in their entirety directly form us at:

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1235 University of Oregon
Eugene, OR 97403-1235
EMAIL:
diannef@oregon.uoregon.edu

Phone (503) 346-5313
TDD (503) 346-2466
FAX (503) 346-5517

ASSURANCES

In accordance with the federal dissemination requirement (20 U.S.C. 1409 (g)), we have mailed the Executive Summary of this final report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Child and Adolescent Service System Program (CASSP)
Technical Assistance Center
Georgetown University
2233 Wisconsin Avenue, N.W., Suite 215
Washington, D.C. 20007

Northeast Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401

MidSouth Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, Florida 33322

South Atlantic Regional Resource Center
The Ohio State University
700 Ackerman Road
Suite 440
Columbus, Ohio 43202

Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, Utah 84321

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Federal Regional Resource Center
University of Kentucky
114 Porter Building
Lexington, Kentucky 40506-0205

Great Lakes Area Regional Resource Center
700 Ackerman Road, Suite 440
Columbus, OH 43202

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Ferguson, D. L. (1995). The real challenge of inclusion: confessions of a "rabid inclusionist". *Phi Delta Kappa.* (in press)

Ferguson, D. L., Dalmau, M. C., Droege, C., Boles, S., & Zitek, M. (1994). *Building capacity for sustainable change: An inservice alternative* (Grant #CFDA 84.029K3). Eugene, OR: Schools Project, Specialized Training Program, University of Oregon.

Ferguson, D. L., Ferguson, P.M. (1992). *Building capacity for change: Preparing teachers and families to create inclusive schools and communities* (Grant #CFDA 84.086R). Eugene, OR: Schools Project, Specialized Training Program, University of Oregon.

Ferguson, D. L., Ferguson, P. M., Rivers, E. S., & Droege, C. (1994). *Reinventing schools research project: A collaborative research project on the merger of general and special education school reforms* (Grant #CFDA 84.086D). Eugene, OR: Schools Projects, Specialized Training Program, University of Oregon.

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Malouf, D. B., & Schiller, E. P. (1995). Practice and research in special education. *Exceptional Children*, *61*(5), 414-424.

National Association of State Boards of Education. (1993). *Winners All*. Alexandria, VA: NASBE.

Oxley, D. & Ferguson, D. (1995) *Standards-based school reform: Building bridges to inclusion* (Grant #CFDA 84.086D). Eugene, OR: Schools Project, Specialized Training Program, University of Oregon.

Attachment 1:

ESS Materials

SCHOOLS PROJECTS
SPECIALIZED TRAINING PROGRAM
UNIVERSITY OF OREGON

For the past eight years the focus of Schools Projects' activities has been supporting teachers' efforts to improve the educational experiences of students with severe disabilities. One aspect of this focus is the expansion and adaptation of curriculum and teaching strategies effective for students with few or no disabilities to those with the most severe, multiple, sensory and medical disabilities. A second aspect of Schools Projects' activities has been the development of flexible systems to facilitate teachers' efforts to achieve effective social and learning inclusion of students with severe disabilities in general education contexts. Funded by a collection of federal research and developmental grants, Schools Projects' efforts are grounded in three assumptions about successful achievement of fully inclusive schools:

> **University/School Partnerships.** Any efforts to foster university/school cooperation must be truly collaborative and participatory. The knowledge exchange must be recognized by all parties as interactive loops with all participants learning from each other about what works and what does not, in what contexts, with what adaptations.
>
> **Multiple Approaches.** This participatory framework implies the assumption that there is no single model or way to "do" inclusion. Indeed, our research and experience convince us that the key to successful inclusion is flexible heuristic systems that emphasize local context and control within a broadly established set of values and strategies.
>
> **Merged Reform Agendas.** Successful school inclusion must be a fully integrated part of a larger effort to reform schools. Indeed, for students with the most severe disabilities to become fully participating members of their neighborhood schools , those schools must do more than simply create some isolated and sporadic opportunities for physically integrated activities. General education and special education must merge their agendas for reform in a shared effort to restructure curriculum, teaching, school organization, and community involvement to allow for teachers and learners to find success.

In short, special education and general education, local districts, and universities, teachers, families, administrators, and researcher must join in a partnership to reinvent our schools.

The Elementary/Secondary Systems (ESS)

The Schools Projects' contribution to reinventing schools is documented in the modules of *Elementary/Secondary Systems (ESS)* as well as in other publications. ESS modules describe how to design and achieve effective schooling experiences for students with disabilities alongside all other students in schools. Although our interest began with students with the most severe disability, especially those with the most severe, multiple, sensory, and medical impairment; the ideas contained in ESS have evolved to address effective schooling for any diverse group of learners. ESS rests on four key assumptions:

Educational benefit. The presence of very severe and dramatic impairments and disabilities does not imply a lack of learning potential. All people with disabilities can benefit from education, community services, and interaction with a diverse group of nondisabled peers.

Access to traditional content. The designation of "disabled", "special needs", or even "severely disabled", should not result in the automatic assumption that students cannot learn some things. Particularly in elementary school, students should be given the opportunity to acquire the same kinds of skills and competence using skills as typically acquired by their nondisabled peers.

Single classification. Although student learning needs and preferences can differ dramatically, requiring more or less creative planning and teaching, students should not be formally sorted into either program placements or learning experiences according to their presumed ability, disability, cultural affiliation, or life situation.

Social interaction. All students should be a part of their school community. Differences in students' abilities, cultural affiliation, family and life situations, religion, race, and socioeconomic situation are all rich sources of learning for all students. Not only do students learn the social and behavioral conventions for their peer group, but they also learn that even quite dramatic differences can be commonplace. For a few students who might have very extreme disabilities, this accommodation of differences as just one more feature of the "norm" provides nondisabled students with the opportunity to develop an individual appreciation for and relationship with them. These informal social ties will provide even students with very severe disabilities with the network of caring relationships that will assure their presence as valued members of current and future communities.

ESS is also guided by exemplary schooling principles of age-appropriateness, community-and family-referenced curriculum design, flexible and meaningful teaching/learning experiences, future orientation, comprehensiveness, effectiveness, collaboration, and substantive family involvement. ESS materials are organized to address teachers in two different situations:

Situation 1 materials target special education teachers currently working in self-contained classrooms who wish to contribute to the disintegration of separate service delivery models by integrating themselves and their students more fully into the life of the school.

Situation 2 materials summarize and synthesize information about inclusion of students with disabilities with current reform and restructuring literature to describe systems that will achieve improved educational outcomes for all students in schools.

If you would like to obtain any ESS materials or articles from the following lists, or have further questions about Schools Projects current projects and activities, please call or write:

Dianne L. Ferguson, Schools Projects Director
Specialized Training Program
University of Oregon, Eugene, Oregon 97403

We can also be reached by phone, fax or e-mail:

Phone: Schools Projects' Office (503) 346-5313
Dianne L. Ferguson (503) 346-2491
Fax: 503-346-5517
TDD: (503)346-2466
Electronic Mail: diannef@oregon.uoregon.edu

ESS MATERIALS

Component 1: Flexible Curriculum Design

Situation 1

Module 1a: The Activity-Based IEP

Describes procedures for completing family-referenced educational assessment coordinating the contribution of various disciplines, identifying, selecting and analyzing locally relevant activities for instruction, and making critical decisions about curricular focus. Includes examples of goals and objective, blank forms, filled out forms, and one completed IEP. Pamphlet: Making collaboration Work: An Introduction to Activity-Based IEP Process is included.

1 volume 8 1/2 x 11 | 181 pages | $10.00

Module 1b: Making Collaboration Work: An Introduction to the Activity-Based IEP Process

Introduces an approach to planning IEP's that depends upon, and uses the ideas and skills of a variety of people, including professionals of various types, family, school, and neighborhood friends, and other community members.

Pamphlet 5 x 8 | 11 pages | $1.50

Module 1c: Activity-Based Assessment

Describes an approach to educational assessment that was originally developed for use with students with severe disabilities, although the strategy can also be helpful with a wide variety of other learners whether disabled or not. Compliments a video entitled *Ecological Assessment* produced by the Oregon Research Institute with the assistance of the faculty from Specialized Training Program.

Pamphlet 8 1/2 x 11 | 21 pages | $3.00

Situation 2

Module 1d: Individually Tailored Learning: Strategies For Designing Inclusive Curriculum

Describes how teams of teachers can collaboratively expand, enrich, adapt, and overlap curriculum for a maximally diverse group of learners, including students with extraordinary abilities and students with disabilities. Includes tools for assessment, annual curriculum planning, and development of teaching plans. Offers a way to meet the requirements of the IEP within the context of the general education, whole class planning with "Individually Tailored Education Report" (ITER). Includes examples of how teachers have actually designed curriculum in elementary, middle, and high schools that is tailored to each student's learning abilities, preferences and interests.

1 volume | 50 pages | $4.00

Component 2: Innovative Teaching

Situation 1

Module 2a: Teaching: Supporting Valuable Learning Outcomes

Describes dimensions and three key features of "good teaching":* (1) planning, (2) teaching and changing teaching, (3) communicating about teaching. Includes specific strategies for thinking through teaching plans and designing information systems that include plans for teaching students who have either "too few" or "too many" behaviors. Includes specific teaching strategies to support learning and tips for communicating about teaching and student learning to others.

Includes blank form, examples of information systems, and guidelines for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2 x 11 | 126 pages | $6.00

Situation 2

Module 2b: Achieving Balance: Strategies for Teaching Diverse Groups of Students

Designed as a companion to Module 1d, this describes strategies for implementing curricular decisions using mixed-ability groups and cooperative learning strategies. Describes three essential "rules" and a variety of planning hints to assist teachers to (1) organize groups of students (2) develop teaching plans, and (3) actually teach so that all learners receive learning benefit. Planning tools are provided in both full page and handy card size to facilitate use in teacher planning teams. Compliments a video entitled *Achieving Balance* produced by the Specialized Training Program Staff.

1 volume | 28 pages & cards | $4.00

Component 3: Effective Management

Situation 1

Module 3a: **Classroom Management and Information System**

Describes the integrated system for producing the consistent information teachers need to make decisions about student progress, necessary new program development or revision, staff performance and training needs, family relations, related service staff participation, and status of regular class integration. Based upon five key informal components, the CMIS offers teachers a range of options for producing differing amount of information depending upon their own management style and classroom needs. Includes 14 forms, examples of filled out forms , and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2 x 11 | 34 pages | $4.00

Module 3b: **Transition Planning System: Preschool Through High School**

Although students with severe disabilities frequently remain with a teacher for more than one year, transition from one teacher , school, or service entity generally occurs every three years. As with any transition, the need for careful planning and information exchange is a threat and can critically determine the success of a student's experience in a new setting. ESS includes forms and procedures for systematically planning these transitions. In addition to transition planning tools for teachers and other human service workers, we have included a system to assist parents in transmitting critical information gathered over the school years to adult service providers in an accessible format. Includes blank forms, examples of filled-out forms, and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2 x 11 | 105 pages | $5.00

Module 3c: **Information and Management System for School Therapists**

The Information and Management System for School Therapists (IMSST) describes an integrated system for producing consistent and organized information for school physical and occupational therapists. It is set up to facilitate collaboration between medically and educationally oriented professionals. It assists with initial planning, ongoing planning and information exchange. It helps communication and organization of therapists in a variety of school settings. Based on 7 forms, examples of filled out forms and instructions for their use. Blank forms are unbound and copy-ready.

1 volume 8 1/2 x 11 | 26 pages | $3.00

Situation 2

Module 3d: **On Meetings, Schedules, and Paperwork: Systems for Managing them**

This module takes the logic and strategies from Module 3a and reframes them for use by general education teacher teams. The module includes strategies for planning and managing meetings, organizing paperwork efficiently, generating ongoing information about program health and effectiveness, keeping information flowing effectively among school personnel, between school and home, between school and community.

1 volume | In Preparation

Component 4: Meaningful Membership

Situation 1

Module 4a: **Regular Class Participation System**

In order to enhance both the functional application of newly acquired competence, and the social interaction of students, ESS includes procedures, decision models and strategies, based on seven key information components , for providing an increasing amount of instruction outside the classroom. The larger school environment, regular activity classes, regular academic classes, next school sites of daily instruction. Includes blank forms and instructions for their use. Blank forms are unbound , copy-ready.

1 volume 8 1/2 x 11 | 40 pages | $4.00

Module 4b: **Community Leisure Participation**

This module provides parents, teachers, and other service professionals with strategies for improving access to community leisure opportunities for people with severe disabilities of all ages. Strategies are flexible enough to be used across a wide variety of situations and content. The module includes several different versions of forms, suggestions for their use and anecdotes from users. Blank forms are unbound and copy-ready.

1 volume 8 1/2 x 11 | 110 pages & cards | $5.00

Situation 2

Module 4c: **Teacher Work Groups: Getting A Little Help From Your Friends**

Offers suggestions and strategies to help work groups get started and function effectively. Logistics, rules, and tricks discovered by existing work groups.

Pamphlet 5 x 8	9 pages	$1.50

Module 4d: **Building Team Consensus**

Ideas and strategies for effective teamwork among professionals representing various interests (general and special education teachers, P.T., O.T., speech, vision, etc.) Helps to identify attitudes and barriers that may inhibit change, suggest ways to reflect and plan as a group, and gives strategies for achieving a level of satisfaction while changes are being made.

Pamphlet 5 x 8	28 pages	$1.50

Module 4e: **Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy**

This module offers teachers, family members and other school personnel an efficient way to collect all the information that relates to the judgment of whether of not any particular student is adequately "included" in any context or situation. Using a simple observation strategy, the observer notes various aspects of the student's situation in comparison to the experiences of the rest of the class/activity. This information can be used to problem-solve and build strategies as needed to facilitate more complete learning membership. Several different versions of the observation approach are included.

1 volume	In Preparation

Component 5: Making Change

Situation 1

Module 5a: **Program and Teacher Development**

Services and technology for students with severe disabilities has changed dramatically, demanding ongoing development of teachers abilities and involvement in their school. PTDS facilitates teachers' efforts not only to use preferred curriculum and teaching practices, but also to contribute to eventual inclusion of students with disabilities through *systematically* integrating both students and staff into the life of the school community. PTDS outlines 7 key qualities/values for more effective and inclusive educational experiences for students currently assigned to a self-contained classroom. Each value is further described by more concrete accomplishment statements that teachers can use to guide their personal professional development and program improvement efforts. The module also includes a planning heuristic to help teachers use the PTDS descriptions to make changes at a comfortable, but steady pace. Blank forms are provided unbound, copy-ready.

1 volume	25 pages	$2.00

Situation 2

Module 5b: **School Development System**

This module is a school-wide companion to PTDS for use in situations where the whole school community is engaged in trying to improve the experience of education for all students and teachers. The SDS describes 6 qualities/values of effective schools, each with more concrete accomplishment descriptions. The module also includes a planning heuristic that can be used both by individual teachers developing a professional development agenda, and school-based teams planning broader program improvement efforts. Blank forms are unbound, copy-ready.

1 volume	20 pages	$2.00

SCHOOLS PROJECTS PUBLICATIONS

1. Ferguson, D.L. (In Press). Bursting Bubbles: The Marrying of General and Special Education Reform (\$1.50)

2. Ferguson, D.L. (In Press). Teacher Work Groups: Getting a Little Help From Your Friends (\$1.50)

3. Ferguson, D.L., Willis,C., & Meyer, G. (In Press). Widening the Stream: Ways to Think about including "exceptions" in schools. In D. Lehr & F. Brown (Eds.), *Students with profound disabilities* (2nd ed.) Baltimore: Paul H. Brookes (\$1.50)

4. Ferguson, D.L. (1994). Persons with Severe Developmental Disabilities: From "Normalization", "Integration", and "Mainstreaming" to supported community membership. In Husen, T., & Postlethwaite, T.N. (Eds.). *The International Encyclopedia of Education 2nd Edition,* Great Britain:Pergamon Press. (\$1.50)

5. Ferguson, D.L. (1993). Figuring out what to do with grownups: How teachers make inclusion "work" for students with disabilities. *Journal for persons with Severe Handicaps.* 17(4). (pp 218-226) (\$1.50)

6. Ferguson, D.L. (1992). *Is communication really the point? Some thoughts on where we've been and where we might want to go.* Proceeding Second National Symposium on Effective Communication for Children and Youth with Severe Disabilities. Washington DC: U.S. Department of Education. (\$1.50)

7. Ferguson, D.L. (1985). The Ideal and the Real: The working out of Public Policy in Curricula for severely handicapped students. *Remedial and Special Education,* 6, 52-60. (\$1.50)

8. Ferguson, D.L. & Baumgart, D. (1992). Partial participation revisited. *Journal forPersons with Severe Handicaps.* 16(4) (pp. 219-227). (\$1.50)

9. Davis, C. & Ferguson D.L. (1992). "Trying something completely different." Report of a collaborative research venture. In P.M. Ferguson, D.L. Ferguson, & S.J.Taylor (Eds.). *Interpreting disability A qualitative reader.* Teachers College Press. (\$1.50)

10. Ferguson, D.L. & Jeanchild, L. (1991). It's not a matter of method: Thinking about how to implement curricular Decisions. In Stainback, S. & Stainbeck, B. (Eds.). *Adapting the regular class curriculum: Enhancing student success in inclusive classrooms.* Paul Brooks Publishing Co (\$1.50)

11. Ferguson, D.L. & Juniper, L. (1990). *A data based programming approach for students with the most severe disabilities: An applied case study report.* Specialized Training Program, University of Oregon (\$1.50)

12. Ferguson, D.L. & Ryan-Vinceck, S. (1992). Problems with teams in special education: From technical solutions to reflective practice. *Journal of Learning About Learning.* 5 (11). (\$1.50)

13. Ferguson, D.L. & Senko, D. (1986). Evening phone hours: Communicating with parents of secondary special education students. *Teaching Exceptional Children.*18, 287-288. (\$1.50)

14. Ferguson, P.M. & Ferguson, D.L. (1993). The promise of adulthood. In M. Snell (Ed.) *Systematic instruction of persons with severe disabilities (pp. 588-607).* Columbus, OH: Merrill. (\$1.50)

15. Ferguson, P.M., Hibbard, M., Leinen, J., & Schaff, S. (1990). Supported community life: disability policy and the renewal of mediating structures. *Journal of Disability Policy Studies,* 1, 9-13. (\$1.50)

16. Horner, R.H., & Albin, R.W. (1988). Research on general-case procedures for Learners with severe disabilities. *Education and Treatment of Children,* 11, 375-388. (\$2.00)

OTHER PUBLICATIONS OF INTEREST

Bilken, D.P., Ferguson, D.L., & Ford, A. (1989). *Schooling and disability.* Chicago, Il: National Society for the Study of Education.

Ferguson, D.L. (1987). *Curriculum decision-making for students with severe handi-caps: Policy and Practice.* New York: Teachers College Press.

Ferguson, P.M., Ferguson, D.L. & Taylor, S.J. (Eds.) (1992). *Interpreting disability: A qualitative reader.* New York: Teachers College Press.

SCHOOLS PROJECTS PUBLICATIONS ORDER FORMS

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Module 3b:	$ 5.00		
Module 3c:	$ 3.00		
Module 3d:	in preparation		
Module 4a:	$ 4.00		
Module 4b:	$ 5.00		
Module 4c:	$ 1.50		
Module 4d:	$ 1.50		
Module 4e:	in preparation		
Module 5a:	$ 2.00		
Module 5b:	$ 2.00		

Attachment 2:

Evaluation Summaries from Institutes and Selected Workshops

COURSE REACTION INVENTORY

Instructor: Dianne Ferguson
Course Title: Curriculum Planning
Date: Fall, 1993

In Class Course Reaction

Your instructor would appreciate your frank and honest response to the following questions.

1. **Identify what you would consider to be the most positive aspect(s) of the course.**

The teacher was great! Information was great!
I thought choice of reading articles was great!
HAI - Learning Log really good – I am using already.
Evaluation of forms taking a deeper look at students.
Teachers personal experiences, casualness, food, breaks, **Modules**, hands-on assignments and meeting other teachers.
It was wonderful having so many support instructors as resources.
The concern and indepth knowledge of the BCC staff.
The up beat and relaxed atmosphere that makes it easy to be open and honest in class.
Networking
General discussion and information on inclusion.
Readings were appropriate and interesting.
A positive attitude being modeled cf., we can do it, we can make a change
Lots of experienced professionals to share their ideas and opinions.
Brainstorming in groups, group work.
Practice using forms.
Good group sharing.
Good information.
Realization that inclusion is difficult but possible.
Rethinking, gain a lot of work/study group's experiences, ideas.
Great suggesting reading issues.
Ease in talking to instructors, always willing to help if needed.
Interesting to listen to.

2. **Identify what you would consider to be the most negative aspect(s) of the course.**

Not always having enough class time to do group work.
Didn't give a precise explanation about the assignments and articles which are needed to be done.
Wasted time with the telecommunication and discussion of menus.
Lack of clear directions for assignments.
Not enough time to work with our groups.
Expectation to work together outside of class is not very realistic.
Too much time spent on administration.
More organized presentation of assignments due.
Not having adequate time for group work.
Some time at beginning of term was spent just getting to know each other instead of discussing article read.
Technical problems, much wasted time due to this.
I think the frustration of the technical difficulties (bugs) that need to be worked out.
Not enough time to go into detail needed.
Delay in starting due to technical hookups, having hard time hearing folks from other areas.

Not enough time discussing our readings. I really enjoyed them. Great ideas.

I need a more clear-solid picture from the first week of what is to be expected of me. I felt like it kept changing.

Organization of assignments and clarity of how the assignments tied in. No feedback on assignments.

3. **For future courses, what would you suggest could be done differently? (e.g., texts, structures, organization)**

Clear organization.

Clarity on what the assignments are, how they fit in.

Clearer organization.

Lets stick with our groups now that we've finally got the bugs worked out. However our group has several members that came only half the time and let the whole group down by not turning in their part of our work.

Give assignments earlier on. Spend more time on actual class models, etc.

I would like to see some modeling of teaching techniques.

I would like to work with the people from my school as a "work" group.

Try to get off to a quicker start--I felt like we were rushed at the end of the term.

Organization - tighter.

Often seems too unstructured, more lecturing.

During group discussions about articles, etc. have staff facilitators at each table moving, guiding and making sure discussions are on the topics. Some groups were better than others.

A different way of off campus to check in.

Wider tables - more room to spread out.

Sign to let people know what type of group to be in from the beginning of the class.

An assignment packet, i.e.,assignment #1, all forms there and date due.

All reading assignments listed in a packet -- so I can read ahead or catch up.

More time spent on project development in class.

Explain more details about curriculum design procedures, HAI, Learning History Log, ITER.

How to make these procedures really work at my class.

Allow more group work time.

Give more practical lectures and less informational kinds of things.

4. **Any other comments?**

A lot of work groups assignments but don't have enough time to finish as a group. Need more time to finish, clear description about the assignments.

I will not be taking the class next term. I have really enjoyed it.

Please spend less class time networking off campus, do that when we get into work groups.

We often were rushed and unsure about assignments.

sometimes pairing group work projects with eating did not work well. Perhaps try specific amount of time between events for eating.

Mixed group assignments were difficult if they weren't completed in class because if the group members were from different towns it was impossible to get together.

Totally confused with assignments, can this be clear from the start.

I felt this course is a long time in coming. I'm so glad there is finally a class to address so many concerns and needs of infusing school into unity.

I've especially enjoyed meeting and working with other teachers.

I appreciate the instructor/staff interest in the course and that they truly believe in what they are teaching, they listen, they are knowledgeable, they seem passionate about what they are teaching.

HOPEWELL SPECIAL EDUCATION CENTER
5799 W. NEW MARKET ROAD
HILLSBORO, OH 45133

HOPEWELL INSTRUCTIONAL RESOURCE CENTER
WORKSHOP EVLAUATION COMPILATION

NAME OF WORKSHOP: Including Students With Disabilities in the Regular Education Program
PRESENTOR(S): Dr. Diane Ferguson, Gwen Meyer, Lisa Jeanchild
DATE: July 12, 1993 (96 Registrants)
LOCATION: Southern State Community College, Hillsboro, OH (27 Evaluations)

	Excellent	Good	Fair	Poor
Overall quality of this inservice session.	10	8	5	3
Interest level and stimulation of session.	10	5	7	4
Innovation of ideas presented.	10	9	5	3
Effectiveness of instructor(s).	11	6	6	4
Techniques of presentation.	9	7	3	7

COMMENTS:

There are some individuals who can present information in such a way that the audience learns even if they do not wish to do so. Dianne Ferguson is able to do this. I very much enjoyed this presentation and I gained alot of insight. I like the way she uses inclusive methods to present information.

Too much lip service. Stories can be told instead of read to audience. Perhaps this workshop was better aligned for those staying for the week.

Active learning has been proven effective! For those of us who attended only 1 day, it has been rather boring just getting an overview of what everyone else will be doing this week.

Active learning needed, less reading of overheads, Please!

Too much lecture. There needs to be more interaction. It tended to be monotonous.

I expected more.

Felt left up in the air. Wanted ideas and suggestions to take back to my school.

I know lots of good stuff to come. You've made us think and wonder, but certainly haven't made me feel secure/confident/in how to do it.

The way it was presented was boring.

No new ideas.

Quite informative, eye-opening.

I found this workhsop very effective and informative.

Great information.

I wish I would have known the outline of the week so I could have planned to attend all week.

COMMENTS (continued)

We need to spend the time on the philosophy as we did today. The call for "nuts and bolts" comes too soon, too often. If we don't have a feel for why we're headed where we're going, we won't know when we get there.

I really enjoyed this and it gave me quite a bit of "food for thought" and ideas to take back to my GED preparation program where I deal with many former special education students.

Provided framework for participant responses by assigning specific articles for reaction was efficient and a good way to focus discussions.

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HILLSBORO, OH 45133

HOPEWELL INSTRUCTIONAL RESOURCE CENTER
WORKSHOP EVLAUATION COMPILATION

NAME OF WORKSHOP: Including Students with Disabilities in the Regular Education Program
PRESENTOR(S): Dr. Diane Ferguson, Gwen Meyer, Lisa Jeanchild
DATE: July 12- 16, 1993 (53 Registrants)
LOCATION: Hillsboro Church of Christ, Hillsboro, OH (31 Evaluations)

	Excellent	Good	Fair	Poor
Overall quality of this inservice session.	13	16	2	
Interest level and stimulation of session.	14	12	5	
Innovation of ideas presented.	13	15	3	
Effectiveness of instructor(s).	17	11	3	
Techniques of presentation.	11	18	2	

COMMENTS:

Very organized, Great Handouts, Enjoyed the readings, Good videos - good use of small and large groups, good modeling of good classroom techniques, really enjoyed the parent discussion.

I think this workshop was great, getting teachers and parents to lead towards working together more cooperatively and towards total inclusion for all students. I got some great feedback on new ideas as parents and that I still have options and can move forward and go from there. I really appreciate Diane Ferguson for her encouragement to me as a parent and the imput from Melissa Smith, Gwen and Lysa. They were all helpful to me. I feel overall I felt positive by Friday Afternoon.

I appreciated Dr. Ferguson not using profanity in her presentations. I also enjoyed the use of small group discussion. The planning sessions with the imaginary student population was a great help also.

Really valuable, inspirational plus some practical ideas I use in my teaching.

This inservice gave me a "hint" of what inclusion might be. I feel I was given material, that once digested, may be very useful to me. I'm really glad I attended this inservice-workshop.

Excellent, knowledgeable speaker encouraging , helped make me "think" about change.

Instructor were very helpful and friendly. Copies of materials used were given which we could take time to reflect on later. Liked group problem solving.

I hope we have follow-up. We have lots of ideas now to begin instituting the ideas. Persuade administrators that we need time to talk and work together.

Maybe an outline on writing a proposal? Very good!

Too much philosophy, need more examples on how to change assessment.

COMMENTS (continued)

Workshop was not what I expected but was beneficial. I would have liked more emphasis to be placed on suggestions for working in the classroom with the regular educator. Great ideas were given for sharing and collecting information for student, but information was not given on really making it work!

I truly appreciated the way D. Ferguson avoided the use of profanity in her presentation. I received a wealth of info that I hope to incorporate this school year.

Great information. Overwhelming but exciting. Try to include more teachers in theses workshops - others in our district could not attend since it was closed.

There needs to be an inservice with all teachers. Some of these things are going on in our district, but we only hear about them as rumors. I would like to try some of these things, but I'm not a leader and don't feel like I'm able to direct or lead others.

I was very impressed with this workshop! I feel very comfortable going to school and accomplishing much - mostly by modeling- but also by forming a work group.

Supporting Students in Inclusive Schools
Summer Institute - Cincinnati, Ohio - July 19-23, 1993
Schools Projects: University of Oregon

EVALUATION REPORT

The participants were asked to respond to seven questions. The summary of their responses follows:

1. *List five things you learned during this summer institute which you could use at your school/in your professional life.*

School Reform - Understanding of inclusion

Respondents reported both a better understanding of inclusion and the *ability to explain inclusion better*. their comments included:

- *Inclusion really means school change - not student change*
- *Inclusionary schools do not only focus on students with disability but a better education for all students*
- *I understood better the difference between inclusion, integration and mainstreaming*
- *We can reorganize our class/school gradually to incorporate all students - with a positive attitude, and support from outside, teachers will be able to do it.*
- *It's O.K. to be different - recognizing the individuality of students and teachers*
- *concepts from Horace's School*[1] *- articulated through the house mode as an image assisted my understanding.*

Strategies

The strategies noted as most useful by respondents were:

- **Curriculum planning**: *Curriculum planning materials, webbing, brainstorming teaching plans for mixed ability classrooms.*
- **Teaching and/or curriculum strategies and ideas:** *diversity in cooperative learning groups, ideas for working in regular classrooms, information on cross-curricular independent projects, ideas about integrated curriculum and its role in inclusion, building on students interests.*
- **Individually tailored educational planning:** *logical ways to move from integration to inclusion - forms plans etc, I.T.E.R.*[2] *(for students in both special and regular education), assistance with interviewing students and parents and creating personalized objectives (H.A.I.), good ways to organize student information, different ways to approach IEP's to make more functional.*
- **Assistance with time management/paper management systems**
- **Assistance with understanding different roles:** *How my role can help*

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[1] Sizer, T.R. (1992). *Horace's school: Redesigning the American high school*. New York: Houghton Mifflin Co.

[2] *The Individually Tailored Education Report: Individually Tailored Learning: Strategies for Designing Inclusive Curriculum* - Specialized Training Program, University of Oregon.

Change/planning

Respondents reported an improved understanding of the change process and assistance with personal and school planning:

- **Understanding:** *knowledge of the change process, problem solving - sensitivity.*
- **Practical experiences:** *working through a change process.*
- **Strategies:** *for managing planning at a personal level as well as with other staff members, strategy map/pathway analysis, ways to approach professional resistance to change.*
- **Management systems:** *time-line planning approach, long range planning supports, the systems were very helpful - able to be used for more than one purpose.*

Teaming

Respondents valued the opportunity to work in teams during the summer institute, their increased understanding of the importance of cooperation and teaming to their schools and the useful strategies presented:

- *improved faculty communication through seminar work*
- *how to go about teaming at school*
- *clearer idea of my role in the team*
- *information on team teaching*
- *how to form a work group and a study group*

Resources

Respondents found these resources useful:

- *resource bank of information I may need/ information about authors and articles that will challenge my thinking*
- *readings - validation of good teaching/useful for discussion groups at school*
- *information to use in district workshops*

Advocacy

Respondents found the following advocacy supports useful:

- **Understanding:** *the importance of advocacy in planning for change.*
- **Strategies:** *how to work with system for the rights of the student*
- **Vision/experience:** *contacts with school districts that actually do inclusion*

Other

- *interaction with the presenters which made information 'real', learning from presenters' experiences.*
- *awareness of how much I have to learn/realization that I would like to take some*

more classes of my own in communication skills how to change my paradigm - about how I see myself in education
- *contacts with other schools*
- *how to format an in-service that allows study time*

2. *List five things which challenged your thinking*

Respondents noted the challenge of going back and using what they learned and challenges experienced through the readings (and thinking), the program tasks and the discussions. They commented in detail on challenges around:

School Reform - Understanding of inclusion

- *understanding inclusion as different from integration and/or mainstreaming*
- *the concept of re-designing the educational system*
- *the understanding that all the kids can be served in the same classroom, recognizing types of opportunities for students with disabilities*
- *the understanding that the community must include all people - we aren't helping when we isolate because it seems better for others.*
- *I now believe that inclusion can really work with time effort and cooperation*
- *understanding of the impact of segregation - velcro kids*

Curriculum - teaching/learning

- *ways to teach and plan lessons appropriate for all students, brainstorming lesson plan document, webbing for curriculum design , cross curriculum teaching, cooperative learning, integrated curriculum*
- *honing in on student's differences and letting students explore more fully their areas of interest.*
- *team teaching*
- **Assessment/grading/evaluation:** *changing the components/standards for all students, that grading can be different and that's OK - learning is what counts, methods of evaluation*

Change

- **Understanding/strategies:** *change and it's implementation/attitude change, mapping activities, how to work more effectively with resistant people, ways to work with/around administrative issues, ways in which to open teachers thinking about inclusion*
- **Practice:** *action planning for an inclusive program for our school during the summer institute*

Teaming/organization

- **Roles:** *of staff and how everyone takes on a cooperative and collaborative role, general and special educators fears and responsibilities, (as a special educator) how* *to maintain equality with the regular classroom teacher.*

- **How to:** *interactive work/study groups, the faculty climate activity, fitting into the staff at a social level.*
- **Organization:** *what is and is/not important in relation to ones's time/time management, scheduling.*

3. *List five things you would change if you were part of the planning team*

Respondents were happy with the organization and liked flexibility of agenda in response to group needs and interests. They made specific recommendation about:

Organization/design

- **Participation:** *Find a way to get more schools to send complete teams so that discussion and growth can occur (Administration and regular education teachers especially); Have workshop title delete* Special Education *so that general education teachers will be more interested.*
- **Preparation**: *send more reading out earlier to allow people time to digest information.*
- **Grouping**: *provide more opportunity to mix with people from other schools and hear from other team members - all week in one group is limiting.*
- **Activities:** *make the task clearer to the groups, less reading of research articles and "intimidating" paper-work, provide table of contents/page numbers for handouts*

Content

- *plan for follow-up*
- *make clearer the connections between units/days*
- *do less more thoroughly*
- *give more concrete strategies and real examples, work with real school examples rather than School books*
- *include more about other than teacher roles eg teacher assistants, parents, family and community support people.*

4. *The most important thing about this workshop for me was .....*

Many respondents valued the presentation of an enormous quantity of information in a comfortable way. What was *most important* to them included::

Personal reflection

- *thinking and reflecting on myself - in relation to my students*
- *reading about Rick and Nora*
- *encouragement to keep moving forward - we can still make a difference even though we cannot do it all.*

School Reform - Understanding of inclusion

- *realizing the difference between integration and inclusion*
- *knowing that inclusion is not just an overnight concept and that it not only involves schools but the communities we all live in*

Teaching

- *it changed/improved my understanding of teaching*
- *the importance of cooperative learning*
- *ideas for dealing with diversity*
- *the system for curriculum design and the I.T.E.R.*

Practical examples/strategies

- *on making inclusion happen*
- *seeing how others are doing it/workable processes*
- *streamlining record keeping*

Teaming

- *talking to others and sharing information*
- *the collaboration among team members - bonding, sharing, discussing important issues, planning for next year*
- *acknowledging the fact that the special education teacher and I will have to develop a joint working relationship with other teachers in the building*

Planning/change

- *the opportunity to plan and work through a specific situation in our building/district during the summer institute*
- *strategies (and forms) for planning change*
- *the understanding that change is built on small steps - 2*
- *wonderful to see the change in people's attitude in our groups as the week proceeded*

Advocacy: better ways to advocate for students

5. *The most difficult thing about this workshop for me was.....*

The challenge of putting a new vision in practice i.e.

- *picturing exactly how inclusion is going to work in the secondary classroom*
- *not having a knowledge of the technical aspects of special education and translating the experience to general education*
- *Accepting that it can't happen tomorrow*
- *learning and talking about great ideas which will be very difficult to implement in our situation*

Team/group composition

- *not having more general education teachers from our building here to work with us, not having a complete team so we could move along together*
- *wanting to meet others as well as work in our own team*
- *as a parent feeling it difficult to participate in my team*

Reflection on previous teaching experience

- *to look back on the things I did as a teacher - I was proactive for my students yet in today's sense I was really taking a segregated approach to inclusion*
- *trying to see past my experience to see how things could work - struggling with the idea shifting from 'functional education' and finding relevance in some high school subjects*

Other

- *feeling overwhelmed/ information overload*
- *listening to things that only apply to teachers*
- *long lectures (even though the content was good) - the instructor was good at keeping us moving*
- *responding to evaluation requests before the topics of the day were mulled over and processed*
- *understanding some of the dialogue on school reform, disabilities and school laws, digesting information quickly enough to use it in work time*
- *readings (some)*
- *staying focused after 2.30*

6. *My follow-up plan for the institute will include ....*

In the main follow-up plans focused on putting the institute learning into action. the examples which respondents most often noted were:

Teaching

- *implementing teaching strategies*
- *using information to help me/us while integrating students*
- *preparing documents as suggested, using I.T.E.R.*

Planning/change

- *informing principal/team/faculty, trying to improve faculty members attitude towards inclusion*
- *implementing planning strategies, working with the inclusion team to set up a working model for the school year*
- *collaboration with more staff/working with team approach, work groups*

Advocacy/community education

- *to continue to advocate for change/inclusion in all areas,*
- *to try to develop a parent education program on the general principles of inclusion*
- *encouraging natural inclusion to the school districts I work with.*

Personal Growth

- *set aside some specific time for reflecting on what I gained with the teammate who was here to develop the information strategies for my own class, study group*

7. *I would like further information on ....*

Many respondents hoped for follow-up to the summer institute. Specific suggestions included:

School Reform - Understanding of inclusion

- *information on how school reform in Oregon is going/how it works in other communities.*

Further educational opportunities

- *any further workshops/institutes in the area*
- *possible workshop with a more complete team from our building where we work through the change process that the team identify's as important.*

Change

Ways to help educators to do this slowly but steadily
- *advocacy agenda development*
- *management strategies*

Curriculum/ teaching and learning

- *more strategies re high school curriculum, integrated curriculum - more practical examples, cooperative learning*
- *role of teacher assistants*

Continuing education

- *what happens after school - vocational inclusion, continuing education 16+ years, agents for students with disabilities - how to plan for it - make it a viable option.*

Summary of Teacher Work Group Reports
BCC Class 18 May 1993

1. Group Life and Dynamics

Describe the life and dynamics of your group. What were the most positive aspects? What were the issues you faced? Do you have any recommendations?

1.1 Reasons for formation

- develop a definition of supported education and promote consistency through the county
- share professional information and experience
- to discuss ideas and procedures learned in the class, try to implement them and debrief, problem solve about them
- to discuss issues of restructuring/inclusion
- to work together to develop and implement an inclusive physical education project
- to discuss issues for self-contained teachers and classroom across district

1.2 Membership

- 2 specialists (about to add site-based people)
- class members + other site based people (x2)
- 5 /3 class members from one site (x2)
- site based and district specialists plus others as needed (class teachers, principal)
- 13 self-contained class teachers

1.3 Positive aspects

- get together and discussing how programs can/will work in the district given the location size and make-up
- our shared vision - *real inclusion as a given*
- group works well - like minded on issues but with varied perspectives , ideas, methods, ways (x2)
- involvement of principal
- contribution of a range of people to project
- implementation of inclusive education project

1.4 Knowledge of others in building about group

- (small school) almost all people are aware of the group. Some teachers and educational assistants are more interested and involved in what the group is doing - administrators are supportive.
- most people in building don't know we exist

1.5 Frequency of meetings

- on the way to class in the van (x2)
- to prepare for class - as needed
- (informal group) as needed - typically 2/3 times a month
- monthly

- weekly/bi-weekly as need by project (larger group approx once per term)
- weekly for two months

1.6 Supports provided

- liaison from STP - shared in meetings (x2)

1.7 Issues/barriers

- isolation - too narrow focus of membership
- time for meetings (other than travelling to and from class in van) - teachers are on several committees as well as IEP meetings etc.
- fear of inclusion, unwillingness to change
- *ignorance*/non-recognition by site of group
- administration *said* membership was voluntary **but** *insisted on* attendance by teachers (district group of self-contained teacher)
- developed a good list of issues but staff cuts were made before group could tackle them.

1.8 Likelihood of group continuing into next year

- dependent on many factors - school reform, teacher and staff cut-backs - it is hoped that individual teachers will continue with ideas in their classrooms
- many teachers in group have lost positions

1.9 Recommendation

- decrease isolation by broadening membership to include others with responsibility in the area

2. Purpose of the group

Describe purpose of the group. What impact did the purpose have on the life and action of the group?

2.1 Purpose

- to discuss /debrief/hash over and implement ideas from class (x2)
- we didn't define our purpose
- to achieve consistency in supported education throughout the district - highlight differences and similarities in working experience
- working to maintain all kids with disability in age-appropriate neighborhood school (even if in self-contained classroom)

2.2 Hot topics

- organization and focus when working with individual students
- how to do inclusion
- how to achieve success with lower functioning students
- how to get teachers to include students
- using forms to improve IEP's (HAI-D, ITER etc)
- how to bring about change/restructuring
- as consultant dealing with resistant teachers
- isolation as a consultant - not a member of any staff group

- ways to get our message across to teachers
- specific problems in working with individual students eg behavior problems
- supported education - how the theory really works in the real setting
- making supported education really happen
- differences/similarities in buildings, staff relations

2.3 Focus

- how common themes worked for/affected individuals
- individual or common as needed

3. Group accomplishments

describe the accomplishments of your group. what were the most positive aspects? what were the issues you faced? What would have made your group more successful? Do you have any recommendations?

3.1 Impact on students

- HAI-D seems to be of great use for high schools
- selected students benefited due to more focus, better knowledge base etc.
- most of the students who were sent out of the district up to 2 years ago are now back in the district
- better support because of more interaction between special ed and classroom teachers
- formation of workgroups in class with mixed groups of students - made group notebooks in subject area

3.2 Impact on classrooms

- development of full inclusion model within classroom

3.3 Impact for staff

- ITER useful for helping Educational assistants focus and follow a logical sequence.\
- we have done a lot of educating, informing staff
- finding parallels of purpose and strategy across teachers and specialties eg different disabilities

3.4 Impact for Work Group members

- sharing of ideas
- learning from each other
- mutual support

3.5 Impact for sites

- administration supporting group to attend class results in new information coming back into school

3.6 Impact for parents

- some parents benefitted through more involvement, open communication

3.7 Impact for district

- a Supported Education Grant - district wide - to teach about and help in-service about inclusion
- a program for all-day meeting describing supported education philosophy and model for building staff
- taking information/modules back to district and implementing

3.8 Issues

- we may *scare* people - we want change and soon
- time and geographical constraints

4. Summary

4.1 Most significant achievements

- larger knowledge base
- more focussed teaching, planning, guiding others
- successful inclusion of one student and near successful inclusion of another
- understanding and acceptance of inclusion
- collaboration occurred
- toilet training strategy worked
- specialist all working together (Ph Ed, TAG, Sp Ed etc)
- preparation and implementation of a softball unit
- sharing information with colleagues in district
- learning and implementing new information
- closing a classroom for orthopedically impaired kids who moved to classes with age-peers (still spec ed)
- improved curriculum options for students

4.2 Things we liked best

- HAI-D at High School level
- ITER - parts of it
- time to meet, discus, brainstorm, resolve or work towards resolution of issues, frustrations
- seeking kids accepted and included and succeeding
- personal support
- being innovative
- kids getting a say too
- our fellow team members
- comparing notes
- meeting at restaurant before school and having permission to be a little late
- finding out that the group of teachers agreed on significant issues and options

4.3 Issues or barriers

- achieving better *true* inclusion for more students
- how to be successful in inclusion with very low functioning students
- time (x4)
- achieving similar agendas

- ignorance and fear
- met in the office and were continually interrupted
- working in isolation
- geographical constraints/being in different schools/towns
- work schedules
- availability of some specialists
- starting with 2 classes - not all
- different models already in place
- we did not deal with inclusion - not a clue of how to provide for needs other than in self-contained classroom

4.4 It might have worked better if....

- more *regular* class teachers were involved (2)
- common agendas were established for each group
- we met more formally (a group which described itself as *informal*
- we had got the kids active first
- our class was on a different day so that we could meet some time differently during the week
- we were more goal oriented - *During winter term our workgroup had a goal to work towards (i.e. Science Curriculum). We were more effective when we had a specific goal to work towards*
- everyone hadn't been fired
- we had the $ for the options we wanted
- meetings were not so formal

1992 Oregon Summer Institute
Evaluation

Monday AM

1. What did you like the most?

- the way people's examples were encouraged when building definitions for integration, mainstreaming, inclusion
- illustrations were helpful, also small group discussions
- the interaction of the group was very helpful
- group activities
- liked discussion of inclusion and membership
- clarification of purpose and definitions was helpful as a starting point.
- it was interesting to find the similar themes
- the openness - opportunities to share
- definitions
- discussions, personal stories
- videos
- videos, discussions
- good examples
- discussions about mainstreaming, integration and inclusion
- all topics were great
- run down on history to terms
- history of terms - definition clarification
- presentation! I like her "politics" and references
- discussion of meaning and history of terms
- video tapes
- discussion in groups - research and history of this topic and definitions
- discussion on the 2 basic National Reform agendas
- videos - discussion in small groups

2. What did you like the least?

- although I liked the videos, a bit more clarification prior to viewing them would be helpful. You all are so familiar with them, but I needed to be able to "see" more to get their benefit
- trying to come up with theme words
- videos - not all were well framed
- I liked all of it
- not enough questions being answered -- too much lecturing - history
- all the philosophy
- lecture
- trying to guess the intent
- the amount of time devoted to lecture
- could have taken less time (maybe we should have already read the info in the notebook)
- the video tape portions, to me, seem too short to really know what is happening in the situation
- video lessons were so short I wasn't sure what to watch for

3. What would you like us to do differently?

- more interactions, more activity on our part.
- tell us directly what the point is, less "brainstorming"
- let people share more
- more concrete examples
- give us strategies on how to practically integrate kids

- big screen tv
- shorten the class fumble time to arrive at the conclusions you will tell us
- it's ok so far
- nothing

4 **How useful were the activities/content to your situation?** M= 4.05

5. **How clear was the content to you?** M= 4.4

Monday PM

1. **What did you like the most?**

- working of stories to reflect levels or stages of inclusion concept
- illustrations
- examples/discussions
- reinforced personal experience as common to groups and started to look at solutions
- examples of what causes bubble phenomenon
- the stories and videos
- definition of teaching and learning
- videos, discussion, problems being brought up -- learning/teaching styles
- the summary of today's activities and a preview of tomorrow
- mismatched practices
- talking of origins of educational thoughts and methods
- ideas of teaching, learning, and membership
- videos and discussion afterward
- the small group discussions
- I liked being dismissed between 3 & 3:30

2. **What did you like the least?**

- when we were in a large discussion and the topic was suddenly changed
- too long sitting - more activities needed
- last 1/2 hour of hard seat
- reading articles with very small print for homework
- too much philosophizing - rehash of info
- reading aloud what is written in the packet (i.e., definitions of teaching)
- too many negative examples -- not enough positive examples of effective practices
- the entire day involved us sitting and listening to an awful lot and not being actively involved

3. **What would you do differently?**

- more examples of what to do correctly - examples of effective practices being used
- put pockets on front and back covers to put handouts into.
- please give us answers as to how to include kids. We need techniques, ideas, how it works, how to work with "regular" staff
- discuss more about mismatched practices, examples

4 **How useful were the activities/content to your situation?** M= 4.3

5. **How clear was the content to you?** M= 4.35

What would you like us to do differently tomorrow?

More up and moving around activities. If it doesn't fit the less than 5 minutes of aerobics or something. I was half asleep though the content was good. Thank goodness this place is air conditioned.

Practical solutions

Less lecture, more interactions between participants. We need to be more actively involved

I prefer to listen to the presenters - figure that I am here to learn what you know.

Give concrete ideas

Have small group discussion groups of what we learned at end (say 1/2 hour) for closure

Same as today

What would you like us to follow up on between now and the end of the week?

Copies of the list of 6 areas/definitions of teaching - Elliot Eisner?

What is 35-65?

More about how kids perceive membership - examples of one boy running in different directions than entire rest of school - is that important? Don't they accept a lot more than we sometimes give them credit for?

Make sure we talk just as much about secondary as elementary applications.

I would like some answers to some of the questions we're bringing up (i.e., if the class was working on double-digit addition and the "included" students could count to five only. Why should they work on double digit addition when they don't have the pre-requisite skills? Shouldn't they be doing math at their level? Or were you just suggesting a different type of classroom arrangement.

It would be nice to hear from everyone on how close they feel their class, school, district is to "inclusion." Maybe a "best case" story and "worst case" story from each person.

What to do with students that are so severe, low-functioning that they are not aware of what is going on around them.

I am really interested in discussing curricula, IEPs, and what really works.

I like the idea that you will be using these terms throughout the rest of the week in order to give more concrete ideas.

Want details of how to train assistants, collaborate with other teachers, schedules, get sp.ed. kids to pay attention to class presentation of regular teacher, curriculum adjustments, how to in inclusion settings.

Discuss memberships/inclusion at high school level. How to get other teachers to be willing to work with our "special" kids. How does the community activity-based (high school) program fit into inclusion.

Keep swinging back to why some move is a good strategy for inclusion.

1992 Oregon Summer Institute
Evaluation

Tuesday AM

1. **What did you like the most?**

- lively and quick-paced
- whole-group discussion was really great
- analyzing school faculties
- gives starting place for thinking about changes
- discussions on readings
- discussion of adaptations to curriculum
- hearing problems/solutions of problems in others school settings
- discussions, video, "What do you think/feel about this?"
- discussion of problems and how to solve them

2. **What did you like the least?**

- this was somewhat redundant to me
- lecture and looking at overhead pages that are the same as in the book
- feel a little overloaded. Many new ways of thinking to absorb.
- took a long time - could have made the point more quickly
- we still are dancing around the "how to" issues including children in the regular classroom

What would you like us to do differently?

- important issues are put off until "tomorrow" quite often
- it was good as it was
- more time on adaptations less on analyzing faculty climate
- more sharing/exchanging
- would like to hear from other STP members more frequently. They seem to have some good ideas.

4 **How useful were the activities/content to your situation?** **M= 3.67**

5. **How clear was the content to you?** **M= 4.5**

Tuesday PM

1. **What did you like the most?**

- trying to deal with curricular issues was good but it still isn't clear
- lecture as to what good, ideal practices should be
- discussion with groups and listening to the various conclusions
- contemplating a new way to account for progress. The activity-based assessment
- activity on adapting curriculum
- small group discussion and follow-up
- discussion
- concrete ideas for integrating students discussion
- discussion of activity-based instruction
- situation 5 -- we started talking about what I need to know

2. What did you like the least?

- not finishing situation 5
- philosophizing and "fantasizing" -- need concrete answers
- being sleepy
- I didn't care for small-group session time - we were confused. Perhaps we were too tired
- some people were getting too bogged down with specifics
- came up with problems didn't come up with strategies

3. What would you like us to do differently?

- we need more time to learn from each other
- just tell us what we should do and give us concrete examples
- spell out an alternative to the traditional IEP. I can't guess after a number of hours
- video showing curriculum adaptation strategies at work
- change the picture so people understand it's brainstorming - not concrete answers
- answer questions. Dropped the ball on Situation 5

4 How useful were the activities/content to your situation? M= 3.75

5. How clear was the content to you? M= 3.83

What would you like us to do differently tomorrow?

More lectures from the presenters, more examples of places where inclusion is working successfully.

Continue to discuss concrete examples of how to integrate, support students, and curriculum ideas -- especially for low level, non verbal, multihandicapped kids.

What would you like us to follow up on between now and the end of the week?

Enjoyed presentation!

How do we integrate low level kids with severe disabilities.

How to make inclusion work for difficult students and how to convince "integration - consultant types" that all students should not always be in all classes in all situations at all times. There are too many "throw out the baby with the bathwater" types out there.

1992 Oregon Summer Institute
Evaluation

Wednesday AM

1. **What did you like the most?**

   - liked teacher interview form and form for finding out what is happening in inclusion settings very helpful, organized way to look at it
   - the way inclusion was put into a classroom content with snapshot check
   - support plan approach
   - info on IEP development
   - small group discussions, good problem solving
   - today was useful! lots of good ideas and information
   - balancing act video and discussion of articles

2. **What did you like the least?**

3. **What would you like us to do differently?**

4 **How useful were the activities/content to your situation?** **M= 4.33**

5. **How clear was the content to you?** **M= 4.67**

Wednesday PM

1. **What did you like the most?**

   - liked intent of writing inclusion into situations but wasn't satisfied with what happened
   - working with groups on support plans and challenging behavior
   - small groups
   - last groups really targeted issues of concern, like the idea of the support plan and mini IEP
   - like group discussion late pm - actually would have liked to have been part of 2 groups

2. **What did you like the least?**

   - maybe we should have done a sample support plan together.
   - maybe adding a quick description of the students for support plan would have helped

3. **What would you like us to do differently?**

4 **How useful were the activities/content to your situation?** **M= 4.33**

5. **How clear was the content to you?** **M= 4.67**

What would you like us to do differently tomorrow?

Deal more specifically with coop. teaching/learning -- partial participation.

What would you like us to follow up on between now and the end of the week?

- appreciated the movement in the pm and small groups with chance for more interaction

1992 Oregon Summer Institute
Evaluation

Thursday AM

1. **What did you like the most?**

- circling back to use vocab. of memberships, inclusion, specific troubleshooting and strategies
- the explanations provided for the terms
- the themes of the articles were thought provoking and make you want to try it. I felt like I saw examples of the ideas in the way this class was conducted. I also liked using the forms and listening to the way other people would solve the various situations.
- using supportive forms
- showing how to use forms and their usefulness - practice using forms
- liked discussion of the 3 forms, figuring out what was happening in different classrooms without being there. Good way to gain familiarity with the forms and information to be gotten from them.
- videos and situation discussion

2. **What did you like the least?**

- too many breaks, didn't start on time

3. **What would you like us to do differently?**

4 **How useful were the activities/content to your situation?** **M= 4.5**

5. **How clear was the content to you?** **M= 4.33**

Thursday PM

1. **What did you like the most?**

- lots of knowledge presented
- interesting topics on the questions. Useful starting point on working with grownups.
- problem solving has been very helpful
- answering yellow stickee questions was very informative
- group exchange of problems
- need to encourage viewers of video tapes to say all the good things they see first.

2. **What did you like the least?**

- there's still one or two people who could use a 1-1 session rather than monopolizing the group with their private and personal concerns and questions
- non productive small group activities -- well intended but not quality

3. **What would you like us to do differently?**

- Maybe "cut off" those "monopolizers" of the agenda - I'm not sure how though. I get tired of hearing them rattle on and on and I'm not sure they know any more than I do.

4 **How useful were the activities/content to your situation?** **M= 4.4**

5. How clear was the content to you? M= 4.25

What would you like us to do differently tomorrow?

Maybe talk to the "monopolizers" in private and find out what their agenda is.

Just put everything together

Individual discussion groups related to our problems were interesting

What would you like us to follow up on between now and the end of the week?

Everything so far which has been presented has been great!

1992 Oregon Summer Institute
Evaluation

Friday AM

1. **What did you like the most?**

- completion of situation
- sharing of forms
- open discussions
- finishing up situations
- the problem solving sessions have been great
- getting together with two other teachers to brainstorm what we will do now
- work in small groups to discuss issues and make plans
- three strategies and time to apply
- activity and discussion
- talking in small groups
- discussion

2. **What did you like the least?**

- too many breaks/down time
- lectures
- working with the long form
- Duckworth was hard for me
- nothing
- lecture
- not enough focus on really complicated kids also family issues (I don't think there ever could be)
- way too much "downtime"

3. **What would you like us to do differently?**

- too many breaks/downtime
- how about trying to put into practice more often principles of teaching you are teaching -- get more involvement
- nothing, really enjoyed the day
- more discussion and examples, even videos

4 **How useful were the activities/content to your situation?** **M= 4.27**

5. **How clear was the content to you?** **M= 4.72**

1992 Oregon Summer Institute
Evaluation

Overall

Good week! Thanks for stimulating our thinking. I'm sure September will find many new ideas being used in our schools. Your staff is **SPECIAL!** A great team!

I enjoyed having so many resources and informed people available to give info. and bounce ideas off on. Even the lunches and breaks were learning experiences.

The whole workshop was very useful. It got my mind going; got me excited about the changes, and validated for me that I'm moving in the right direction! Thank-You.

New ideas-new perspectives. Liked small discussion groups. Sharing of sources-good. Exchange of ideas- What others are doing. Thank you for a great week-Continue with your innovative ideas/planning.

I am interested in any information on teacher work groups during the year.

This class has been beneficial to me in broadening my ideas of inclusion to include the severely handicapped.

I feel I have a good basis on "membership" that I will share with my staff. I have big expectations of change.

It was very eye-opening! Thanks for putting this on for all of us.

A lot of the discussions were really good. I liked breaking up into small groups. The videos are too short and unclear as to purpose. Please vary your daily form next time. It's difficult to fill out the same form everyday.

[I liked most] talking in small groups with colleagues.

Are there any trainings or workshops being offered in the area of transition of ESS curriculum?

1992 Ohio Summer Institute
Evaluation Results

1. What did you like the most?

-The different perspectives provided by the presenter on the various definitions.
-Discussing what each mean.
-You gave us opportunity to "Brainstorm" that got us all variety.
-To finally know what inclusion means.
-Great presentation, -Questions.comments from teachers very valuable.
-New thoughts and insights, challenging old views.
-The videos and overheads sere useful.
-Breaking up for group discussions is always helpful to me; It was very helpful for me to get more "focused" with a clearer understanding of purpose and theme content.
-I enjoyed the stories of students.
-Dr. Ferguson speaking clearly and realistically about real-life situation. Open minded doesn't have all the answers "down pat" per formula.
-Information on the "historical" aspect of mainstreaming/inclusion.
-Getting a base of definitions and comparing definitions.
-Contrast between or definitions and original definitions-new perspective on norm being "maximum diversity"
-Explanations were on a level I could understand.
-Historical background
-I have a much greater understanding of the differences between inclusion and integration.
-Hearing everyones different ideas/definitions of terms.
-It was all OK.
-Pattern of interaction and presentation-style of letting us give ideas,-then sharing the "bigger" picture.
-Hearing other people's thoughts
-Definition of terms
-The discussion time of the definitions and the different points of view.
-Presenters were clear in purpose. Let to participate, great content.
-Concepts expressed via lecture and video tapes.
-Clarification of "labels" a good starting point.
-Discussion
-I enjoyed the victims so one could actually see what was happening
-The idea of membership and viewing the videos.
-Video, question/comments
-Examples/videos
-Good examples
-Again examples of membership was helpful for my own perspective.
-The permission to accept all individuals as valuable and contributing regardless of severity of handicap.
-Examples of "membership" in action.

-Video example
-Membership concept, importance of allowing each individual (students & adults) to create their own stories regarding the handicapped individual.
-personal examples.
-I particularly liked finding ways to make special students a part of the group.
-The stories were interesting and thought provoking.
-tape
-Real life examples of membership-videos; overall philosophy-Nice balance of large group interaction.
-I like the concept of membership rather than continuing to try to define Integration/Inclusion.
-The discussion on membership and the ideas it generated.

2. What did you like the least.

-The quantity of videos-too many.
-Some of the video tapes weren't clear about what we were supposed to be looking for.
-I enjoyed the videos so one could actually see what was happening.
-Cold room
-Some videos were hard to see and or hear.
-Gabby people who try to debate you.
-Maybe too many [videos]
-Notebook not organized/indexed in manner that I can easily use it-refer to stuff, etc.
-Need longer video time sample of a situation.
-TV video. Difficult to see impossible to hear.
-Nothing
-The hard folding chair!
-It was a little drawn out and discussed too long.
-Room temp.
-The Sp Ed history lesson
-The video clips were too short to get a good overview of the settings and interaction.
-Hard to hear. I thought "EHA" was "Piaget" for a while.
-Lists of others definitions!
-Perhaps too much time spent on defining.

3. What would you like us to do differently?

-I'm really enjoying and getting a lot out of this.
-Get more comfortable chairs, if possible.
-Discuss more kids-situations.
-More detailed videos and stories.
-Number pages of notebook etc and tell me to refer to pages and for this or that when appropriate.

-Format was OK.
-Speak louder. Hard to hear.
-Eliminate video. Describe scene and talk about it.
-If stores and or videos used, additional info is need to allow sufficient understanding ie. reactions of peers in situation.
-Nothing
-Nothing
-More small group breakdown
-The room was not well lit, more light.
-Adjust please![room temp.]
-More indepth video clips.
-Get a microphone- a room that is smaller.

4. How useful were the activities/content to your situation.

Average on a scale of 1 to 5: 5 being **Useful**, 1 being **Waste of Time**
*4.38

5. How clear was the content to you.

Average on a scale of 1 to 5: 5 being **Useful**, 1 being **Waste of Time**
*4.53

What would you like us to do differently tomorrow?

-How to modify curriculum for kids with certain disabilities ex: LD, HI, MR/DD.
-Get different chairs!
-More strategy, ideas
-I would like more personal situation stories and have the group collaborate to better these situations concerning inclusion, integration etc.
-I've been doing this over 14 years and Dr. F. says more to me, and at my level than anyone I've ever heard.
-"Real life" examples and situations.
-Change room if possible.
-I don't like the room. The lights give lots of shadows.
-Seemed a good balance.

What would you like us to follow up on between now and the end of the week?

-Interest in seeing tomorrow how as a teacher with the norm diversified "works"
-Really can't answer- spent my time reflecting absorbing, etc. Nice fruit for snack!! facilities-Oh well- Very exciting context.
-Curriculum. How do we get out of MRDD program as far as being so segregated.

-It seems that examples of inclusion pertain to severe disabilities... do you have any students with mildler handicaps? How do you deal with accountability (that awful word) and with functional daily living, career education development?
-More specifics. I realize it varied and still in planning.
-Need to know how to prepare our students to be included or integrated into public school.
-I'm hoping for more clarification of curriculum. We are considering changing ours this fall.
-Reality of cost and practice.
-Explain more clearly the bases on which an expanded "NORM" can be picked up an used by Special Ed people in planning purposes/outcomes of Education process.

"HOW TO MOVE FROM A 'STUMP' TO A 'PLUS' WITHOUT GOING 'BALLISTIC'"

Oregon PreConference Workshop Evaluation Results

February 4, 1993

I. Workshop Process/Activities

a. Workshop Organization Poor-0 Ok-9 Excellent-23

b. Presentation Style Poor-0 Ok-15 Excellent-16

c. Activities Poor-1 Ok-11 Excellent-18

d. Responsiveness to Questions Poor-0 Ok-8 Excellent-22

II. Workshop Content

a. Clarity of the Content Poor-0 Ok-8 Excellent-23

b. Usefulness of the activities/content to your situation
Poor-0 Ok-13 Excellent-19

III. In general:

a. What did you like most?

-The panel of teachers
-2:00-3:00 Sharing
-Mix of participants and range of experience
-The open discussions
-Small group time
-Discussion with Gwen and Ginevra
-Basic information about programs that are working
-Teacher presentations
-Sharing concern with others
-I found it worth while. The break out groups with peers of discussion.
-Good to talk with other folks from other schools and districts and hear how they're addressing inclusion.
-Views of other districts
-Discussions
-Real life stories
-The overall emphasis on problem solving, finding workable solutions
-High quality of presentations
-The opportunity to ask questions and the sharing.

-Variety of preparation, formats
-Ron Guyer's presentation, treats, afternoon session.
-Small group time
-Groups
-Talking with others
-Variety of professionals
-Question/answer format
-I liked meeting in small groups so that ideas could be exchanged and teacher panel.
-Teacher/question time
-Question and answer session and video
-Hearing how schools set up programs what worked and didn't work
-Overall concept of infusion
-The ability to work with Ron Guyer in the small group

III. In general:

a. What did you like least?

-Studio B-panel was hard to see and hear.
-No microphone
-Room was stuffy-hard to hear in back.
-The comment about going into "real estate" if you do not agree with this process.
-The movie
-The movie
-Hard to see
-Not being able to express concerns about students best interest.
-There are no right answers.
-Some of the discussions became "unrealistic" which created frustration.
-Stuffy room, poor acoustics
-Not enough time
-Room-space
-Facility
-The room-The video
-Video-hard to see and hear
-Video
-The video was hard to follow
-The length of some of the administrators presentations
-I was sent a letter stating there would be noon-hour presentation-I was disappointed to have 1 hr. 15 minutes open.
-Being video taped. Small room- difficult to hear and see what was going on.
-Rooms-need a larger one
-Somewhat misleading "publicity"-thought it was for mildly handicapped.
-More directed to Elementary level.

III. In general:

c. What could we do differently next time?

-The physical set up of the room was not great for panel discussions. Also, we could have divided into elementary/secondary groups with teacher panel.
-Microphone-better facility (ie. discussions for panel) or break into small groups earlier for more indepth roundtable discussions with various foci.
-More group work.
-Microphones-different room configuration.
-I need more information about this process in relation to IEP's.
-Not show the movie.
-Have quotes from verbal students about how they feel being included.
-2nd half a little shorter-maybe have 2 different groups-more contact with new people. The extended time slipped into the same ol (I can't...) session.
-Keep up the good job-Appreciate support and interest during change process.
-Other video? Thank you for making someone who is venturing out of their "area" feel that its ok to participate in such a dynamic group.
-Larger room, raised platform for panel/presenters, microphone, better ventilation.
-Seating with tables
-Better facility
-Start the afternoon session on time.
-Perhaps a larger room.
-Have a more comfortable room.
-More "recipes", be more clear in advertising that the main conference is inclusion for students with multiple handicaps.
-Extended question/answer time to allow for more individual stories.
-I enjoyed this workshop- I know that I'm not a failure because inclusion isn't "working" yet in my school-It takes time!
-More direction for small group discussions
-Perhaps more time for mild handicap ie LD, etc.

Attachment 3:

Information System Tools

Three Versions of the Teacher Work Group Questionnaire:

1994
1993
1992

TWG Project: Teachers Working Together - Survey: Spring 1994
Section 1: Educators

Please write your initials, social security #, and check your State in the boxes on the right. This will help us match your response to your previous survey responses.

Please check 1.

SURVEY NUMBER		1.	Oregon	
		2.	Ohio	
INITIALS		3.	Idaho	
SS#		4.	Washington	
DATE		5.	Other	

We would like to know about who you are and your professional experience:

1. Tell us about your previous role/s (up to 4)

Write code number of role/s which best describes your previous role/s (from role code number list - below)	For how long		# of students in school (1 school)	OR	# of schools I worked at (1+ schools)	Students I was responsible for:	
	from (M/Y)	to (M/Y)				Total #	# labelled as needing special ed

2. Tell us about your current role/s

2.1 What is your current role?

Write code number of role/s which best describes your current role/s (from role code number list - below)	For how long		# of students in school (1 school)	OR	# of schools I work at (1+ schools)	Students I'm responsible for:	
	from (M/Y)	to (M/Y)				Total #	# labelled as needing special ed

ROLE CODE NUMBERS

01	general ed. classroom teacher	09	transition specialist
02	special ed. classroom teacher	10	early childhood education
03	special ed. building or section specialist	11	adult services
04	classroom assistant	12	parent of student with disabilities
05	administrator (general & special ed)	13	masters student
06	administrator (general ed)	14	international student
07	special ed. consultant/itinerant teacher	15	other (1) ____________________
08	related service person (special ed)	16	other (2) ____________________

2.1 Who do you work for?

		CHECK 1			CHECK 1			CHECK ALL THAT APPLY
I WORK FOR	1 a local district		**AT**	1. a public school		**FOR**	1. early childhood	
							2. elementary	
			AT	2. a separate special education school			3. middle	
	2. a county or regional program						4. high school	
			ACROSS	3. a number of public schools			5. adult service	
							6. other	

2.2 What does your role include?

(Please write the % of time you spend in any of these activities which apply.)

Teaching diverse groups of students _____%

Teaching students who have a special education label _____%

Teaching students who do not have a special education label _____%

Other (specify _____%

Planning with other educators _____%

Team teaching _____%

Consulting with other professionals _____%

Other (specify _____%

Supervising other staff _____%

Working with parents _____%

Administration _____%

Other (specify) _____%

3. Tell us about the type of contact you have had with the University of Oregon:

CHECK ALL THAT APPLY

1.	Summer institute before 1990		9.	Masters student commenced 1992 - 1994	
2.	Summer institute 1990 - 1991		10.	Workgroup liaison support commenced before 1990	
3.	Summer institute 1992 - 1994		11.	Workgroup liaison support commenced 1990 - 1992	
4.	BCC Course 1992-1993		12.	Workgroup liaison support commenced 1992 - 1994	
5.	BCC Course 1993-1994		13.	No personal contact - only indirectly through group member who has had contact (give year)	
6.	BCC/EDNET 1993-1994		14.	Workshop (give year)	
7.	Masters student commenced before 1990		15.	Other ______________________ (give year)	
8.	Masters student commenced 1990 - 1991		16.	Other ______________________ (give year)	

During your contact with us we have shared with you a range of ideas and materials. Tell us about any of these you are now using in your work.....

4. Tell us about your use of University of Oregon publications/materials

		Check if you have read & used these materials	Rate how useful they have been A LOT			A LITTLE
1.	Individually Tailored Learning: Strategies for Designing Inclusive Curriculum (Module 1d)		1	2	3	4
2.	Making Collaboration Work (Module 1b)		1	2	3	4
3.	Activity-based Assessment (Module 1c)		1	2	3	4
4	Achieving Balance: Strategies for Teaching Diverse Groups of Students (Module 2b)		1	2	3	4
5.	Activity based IEP (Module 1a)		1	2	3	4
6.	Classroom Management (Module 3a)		1	2	3	4
7.	School Development System (Module 5a)		1	2	3	4
8.	Ferguson, D. L. (1994) Is Communication Really the Point?		1	2	3	4
9.	Professional development planning forms		1	2	3	4
10.	Teacher Work Group Pamphlet (Module 4c)		1	2	3	4
11.	Other ______________________		1	2	3	4
12.	Other ______________________		1	2	3	4

5. Tell us about key ideas/information shared during courses etc.

		Check if you learned more about these areas	Rate how useful this has been A LOT			A LITTLE
1.	Mixed-ability teaching		1	2	3	4
2.	Inclusion		1	2	3	4
3.	Collaborative/team curriculum design & teaching		1	2	3	4
4.	Reflective/responsive teaching		1	2	3	4
5.	Cooperative learning		1	2	3	4
6.	Curriculum planning ideas (subject area)		1	2	3	4
7.	Student assessment		1	2	3	4
8.	Behavior Management		1	2	3	4
9.	Student supports		1	2	3	4
10.	Understanding School reform		1	2	3	4
11.	Organization/management ideas		1	2	3	4
12.	Advocacy/action planning		1	2	3	4
13.	Merger of special & regular education		1	2	3	4
14.	Other ______________________		1	2	3	4
15.	Other ______________________		1	2	3	4

6. Tell us about other materials and readings

		Check if you have read & used these materials	Rate how useful they have been			
			A LOT			A LITTLE
1.	Summer institute materials (before 1990)		1	2	3	4
2.	Summer institute materials (1990-1991)	—	1	2	3	4
3.	Summer institute materials (1992-1993)		1	2	3	4
4.	BCC Course Packages		1	2	3	4
5.	BCC Course assigned readings		1	2	3	4
6	Other ____________________		1	2	3	4
7.	Other ____________________		1	2	3	4

Many of you have told us that the people you have met during courses and summer institutes have been important to you also.

7. Tell us about the significance of these contacts to you as an educator:

		Describe their impact: (Check all that apply)				Other (Please note)
		gave new ideas	challenged	caused me to reflect on issues	supported	
1.	TWG liaison					
2.	Schools Projects (STP - U of O) team members					
3.	BCC group/s					
4.	BCC/EDNET group					
5.	Summer Institute groups					
6.	Experienced teachers					
7.	Parents					
8.	Other ____________________					
9.	Other ____________________					

This section contains general indicators of how things are for you at school (or in the district) this year.

8. Tell us how things have been for you this year

If you wish to comment further, please do so in the space provided on Page 6

1 - Not at all
2 - Not very
3 - Sort of
4 - Very

1 - Not at all
2 - Sort of
3 - Strongly

1.	I am	1	2	3	4	satisfied with my involvement in the school community and the role others see me as filling	and feel	1	2	3	in need of change.
2.	I am	1	2	3	4	satisfied that all students have opportunities to actively participate in daily school routines	and feel	1	2	3	in need of change.
3.	I am	1	2	3	4	satisfied that all students experience age-appropriate curriculum that is referenced to family and community activity	and feel	1	2	3	in need of change.
4.	I am	1	2	3	4	satisfied that teaching is tailored to students, occurs in a variety of locations, and uses a wide variety of educational, personal, and common daily materials, and in groups of various sizes and compositions	and feel	1	2	3	in need of change.
5.	I am	1	2	3	4	satisfied with my own teaching skills and my opportunities to teach different students and content areas	and feel	1	2	3	in need of change.
6.	I am	1	2	3	4	satisfied with level of collaboration I experience with colleagues in the school (including curriculum design, teaching, building duties, social activities, school management and governance)	and feel	1	2	3	in need of change.
7.	I am	1	2	3	4	satisfied with my school's/district's process for staff development, support and evaluation	and feel	1	2	3	in need of change.
8.	I am	1	2	3	4	satisfied with my overall management of day to day tasks and hassles	and feel	1	2	3	in need of change.

9. I am	1	2	3	4	satisfied with my involvement and collaboration with students' families and other community resources	and feel	1	2	3	in need of change.
10. I am	1	2	3	4	satisfied with my program improvement strategies and ability to effect lasting change	and feel	1	2	3	in need of change.

COMMENTS:

Thank you

NOW WE WOULD LIKE TO ASK YOU ABOUT YOUR PARTICIPATION IN TEACHER WORKING GROUPS

For the purpose of this survey we have defined *Teacher Working Groups* as:

Two or more educators who get together on a regular basis to make things happen i.e.

- ***to explore, learn and understand together over time,***
- ***to plan and support the adoption of curriculum innovations,***
- ***to solve problems,***
- ***to plan the delivery of curriculum for diverse groups of students***
- ***to work together on student welfare and discipline issues,***
- ***to promote school initiatives e.g. change, reform, restructure, organizational management.***

A. CURRENT WORKING GROUPS

Please complete section **2A (GREEN)** to describe up to 3 of the teacher working groups you currently take part in. [*If you are member of a **Teacher Work Group** established with support from the University of Oregon please include this group as one of your three*]. Three copies of Section 2a are provided - numbered 2A[1] - 2A[3]. Please use copy *Number 2A[1]* for the group that is most useful to you, copy *Number 2A[2]* for the next most useful and so forth.

B. RETROSPECTIVE GROUPS

If you were once a member of Teacher Working Group established with support from the University of Oregon and no longer are, please complete Section **2B (BLUE)** to describe *retrospectively* your experience with this group.

SURVEY NUMBER:

TWG Project: Teachers Working Together - Survey: Spring 1994

Section 2A: Current Working Groups

GROUP NUMBER	2A[2]

Please use Section 2A of the TWG Survey to describe up to 3 of your current teacher working groups. Three copies of Section 2A are provided (numbered 2A[1] - 2A[3]). Please use copy *Number 2A[1]* for the group that is most useful to you, copy *Number 2A[2]* for the next most useful and so forth. *[If you are member of a* ***Teacher Work Group*** *established with support from the University of Oregon please include this group as one of your three].*

1. What type of group is this?

Check up to 2 that describe this group

1	Teacher work group		9	Grade level/block - curriculum planning	
2	BCC workgroup or study group		10	Department	
3	Group which plans for/supports inclusion		11	Teacher/parent cooperation	
4	Ongoing team curriculum implementation		12	Consultation with related service personnel	
5	Site council		13	Teacher support	
6	SPED district		14	Study group	
7	SPED school		15	Other	
8	SPED class		16	Other	

2. What is the purpose of this group?

Check that up to 3 that apply

1	personal support for group members		5	curriculum development for diverse groups of students	
2	plan inclusion/response to diversity		6	planning support/curriculum/problem solving for individual students (educators/consultants)	
3	identify issues/share ideas/discuss literature		7	planning support/curriculum/problem solving for individual students (educators/parents/ consultants)	
4	collaborative planning/organization/prob solving/change		8	special education curriculum	
9	Other (give details)				

BEST COPY AVAILABLE

3. Tell us about the composition and membership of this group

Circle the number of the group type
that sounds most like yours .

Check the roles of the members of your group.

group type	Does this group include	ADMINISTRATORS	TEACHERS	AIDES	RELATED SERVICE	PARENTS	OTHER
1	in school - general education						
2	across district/county - general education						
3	in school - special education						
4	across district/county - special education						
5	in school - general education & special education						
6	across district/county - general & special education						
7	other						

4. Tell us about who is your group leader

Select the one that best describes your situation

1	member selected by the group		4	administrator	
2	liaison U of O		5	no leader	
3	shared responsibility/rotated		6	other	

5. How often does this group meet?

Check one which best describes your meeting schedule

1.	more often than once a week		5.	2 times a term	
2.	weekly		6.	1 time a term	
3.	twice monthly		7.	2 times a year or less	
4.	monthly/3 times a term		8.	flexible when needed	
Other					

6. To what extent is this group addressing the full range of student diversity?

Check the boxes on the right to how much each of these statements applies to your group.

		lots	most of the time	some-times	never
1	Is concerned with the education of ALL students - tailors plans to diverse individuals within the group				
2	Treats the education of students with disabilities as separate and different from the education of other students				
3	Only deals with the education of students who are not labeled as eligible for special education				
4	Only deals with the education of students who are labeled as eligible for special education				
5	Remembers to include the needs of diverse groups of students if a member brings the issue up				
6	Rejects attempts to have the need of diverse groups of students included in agenda items				

7. Tell us about your role in this group

		ts	most of the time	some-times	never
1	I am a typical member of this group				
2	I am a consultant to this group because of my expertise in ______________________				
3	I am a parent representative on this group				
4	I have an advocacy role in this group in support of the inclusion of students with disabilities				
5	I work cooperatively with a group of others within this group to support the inclusion of students with disabilities				
6	I provide materials/resources/ideas to this group which I gained through my contact with the University of Oregon				
7	I am the leader or convener of this group				
8	Other ______________________________				

8. Overall tell us how satisfied you are with:

	Not very				very	Do you think change is needed?	
1. The composition of this working group	1	2	3	4	5	Yes	No
2. What you contribute to your group	1	2	3	4	5	Yes	No
3. What you get from the group	1	2	3	4	5	Yes	No
4. How others contribute to the group	1	2	3	4	5	Yes	No
5. How often the work group meets	1	2	3	4	5	Yes	No
6. How long the work group meets	1	2	3	4	5	Yes	No
7. The way meetings happen	1	2	3	4	5	Yes	No
8. The topics you discuss	1	2	3	4	5	Yes	No

9. Tell us how this group "works" for you

Does it provide:

How much?

How important is this to you?

1. personal support, validation, fun?	yes	no	no comment	little	lot	no count	little 1	2	lot 3	4	5
2. a context that encourages creativity?	yes	no	no comment	little	lot	no count	1	2	3	4	5
3. a context to share worries or mistakes?	yes	no	no comment	little	lot	no count	1	2	3	4	5
4. help with getting work tasks completed?	yes	no	no comment	little	lot	no count	1	2	3	4	5
5. new ideas to try with students?	yes	no	no comment	little	lot	no count	1	2	3	4	5
6. new ideas to try with staff & other adults?	yes	no	no comment	little	lot	no count	1	2	3	4	5

7. materials & other concrete resources?	yes	no	no comment	little	lot	no count	1	2	3	4	5
8. new information about teaching, or other aspects of how to do your work?	yes	no	no comment	little	lot	no count	1	2	3	4	5
9. new ways to think about issues, problems or the status quo?	yes	no	no comment	little	lot	no count	1	2	3	4	5
10. other?	yes	no	no comment	little	lot	no count	1	2	3	4	5

We are also interested in your comments about....

10. How your contact with the U of O helped you in your role in this group?

11. Outcomes of this group which most excite you?

12.Other comments?

During the last three years you have taken part in a service provided by the Schools Projects of the Specialized Training Program of the University of Oregon. You may have attended a class at the university or taken part in summer institute or conference organized by the university.

During these programs you will have had the opportunity to take part in working groups with other educators. Some of you have established *Teacher Work Groups* as a result of this experience and received support through university liaison personnel, while other have used ideas from courses in school and district based working groups. We are convinced that cooperative working groups of educators are both an important component of school reform and of effective adult learning. We are very interested in your experience. Your response to this questionnaire will continue to assist us to tailor our courses and support the real needs of educators.

Please write your initials and social security # in the box to the right. This code will help us to return questionnaires for updates.

NUMBER	
INITIALS	
SS#	
DATE	

Work Groups Questionnaire #1

Tell us about yourself

Circle all that apply

I have been a	number of years?
special ed. classroom teacher	
general ed. classroom teacher	
special ed. consultant/itinerant teacher	
classroom assistant	
special ed. administrator	
general ed administrator	
related service person	
parent of student with disabilities	
other	

Right now I am a... --

BCC-EDNET

NUMBER:

Tell us about your work

I work for a

- local district
- county or regional program

I work

- at a public school
- at a separate special education school

for

- early childhood
- elementary
- middle
- high school
- all ages
- other

OR

I work across ____________ (#) public schools including

____ (#) elementary ____ (#) middle

____ (#) high ____ (#) other

I am responsible for ____________ (#) students, ____________ (#) of whom are labeled as eligible for special education services.

The district (does, does not) prescribe a curriculum for teachers to follow. Briefly it is ....

My contact with the *Schools Projects of the University of Oregon* has included:

	Describe contact	Year
Summer Institute		
Masters' student		
BCC Course		
Work group liaison support		
Other:		

During your course/summer institute with us we have shared with you a range of ideas and materials. Tell us about any ideas and materials you are now using in your work....

	For those ideas/materials I have used all or part of			
Check all that apply	I have or know/learnt about...	I have used...	It has been helpful with some/all of my students	I could still use or want help regarding....
For example...			**IDEAS**	
Mixed-ability teaching		ALL PART	SOME ALL	
Inclusion		ALL PART	SOME ALL	
Collaborative/team curriculum design and teaching		ALL PART	SOME ALL	
Reflective/responsive teaching		ALL PART	SOME ALL	
Cooperative Learning		ALL PART	SOME ALL	
Activity-based assessment		ALL PART	SOME ALL	
ITER & HAI		ALL PART	SOME ALL	
Other (please list):		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
For example...		**UNIVERSITY OF OREGON PUBLICATIONS/MATERIALS**		
Individually Tailored Learning: Strategies for Designing Inclusive Curriculum		ALL PART	SOME ALL	
Making Collaboration work		ALL PART	SOME ALL	
Activity-based Assessment		ALL PART	SOME ALL	
Achieving Balance: Mixed Ability Teaching		ALL PART	SOME ALL	
Activity-based I.E.P.		ALL PART	SOME ALL	
Classroom Management		ALL PART	SOME ALL	
Other (please list):		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	

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For example...		**OTHER MATERIALS PROVIDED**		
Readings (please list the important ones)		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
Information from other teachers or schools participating with you in the program (please list):		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
For example...		**OTHER PEOPLE - KEY IDEAS**		
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	
		ALL PART	SOME ALL	

This section contains general indicators of how things are for you at school (or in the district) this year. If you wish to comment further on any area, please do so in the space provided at the end of this section.

1 = Not at all
2 = Not very
3 = Sort of
4 = Very

1 = Not at all
2 = Sort of
3 = Strongly

1. I am 1 2 3 4 satisfied with my involvement in the school community and the role others see me as filling and feel 1 2 3 in need of change.

2. I am 1 2 3 4 satisfied that all students have opportunities to actively participate in daily school routines. and feel 1 2 3 in need of change.

3. I am 1 2 3 4 satisfied that all students experience age-appropriate curriculum that is referenced to family and community activity. and feel 1 2 3 in need of change.

4.	I am	1	2	3	4	satisfied that teaching is tailored to students, occurs in a variety of locations, and uses a wide variety of educational, personal, and common daily materials, and in groups of various sizes and compositions.	and feel	1	2	3	in need of change.
5.	I am	1	2	3	4	satisfied with my own teaching skills and my opportunities to teach different students and content areas.	and feel	1	2	3	in need of change.
6.	I am	1	2	3	4	satisfied with level of collaboration I experience with colleagues in the school (including curriculum design, teaching, building duties, social activities, school management and governance).	and feel	1	2	3	in need of change.
7.	I am	1	2	3	4	satisfied with my school's/district's process for staff development, support and evaluation.	and feel	1	2	3	in need of change.
8.	I am	1	2	3	4	satisfied with my overall management of day to day tasks and hassles.	and feel	1	2	3	in need of change.
9.	I am	1	2	3	4	satisfied with my involvement and collaboration with students' families and other community resources.	and feel	1	2	3	in need of change.
10.	I am	1	2	3	4	satisfied with my program improvement strategies and ability to effect lasting change.	and feel	1	2	3	in need of change.

Point Number	COMMENTS

Complete one sheet for EACH working group you are involved with in your school/work; Number the group you find the most helpful *Number 1*, the next most helpful *Number 2* and so on (*Please copy additional copies if required*).

GROUP NUMBER	

What is this group called?	
What is the purpose of the group?	
How often does this group meet?	
What are the roles of the group members in the school/district? Who is the group leader?	
How did your attendance at training provided by the *Schools Projects* of the University of Oregon (e.g. Summer Institute, BCC Course) impact on this group.	*Consider group purpose, teaming, resources, procedures and product.*

Overall, tell us how satisfied you are with:

	Not very----------very					Do you think change is needed?	
1. The composition of this working group	1	2	3	4	5	y	n
2. What you contribute to your group.	1	2	3	4	5	y	n
3. What you get from the group.	1	2	3	4	5	y	n
4. How others contribute to the group.	1	2	3	4	5	y	n
5. How often the work meets.	1	2	3	4	5	y	n
6. How long the work meets.	1	2	3	4	5	y	n
7. The way meetings happen.	1	2	3	4	5	y	n
8. The topics you discuss.	1	2	3	4	5	y	n

Tell us how this group "works" for you

Does it provide:				How Much?			How important is this to you?				
							little				lot
1. personal support, validation, fun?	y	n	no comment	little	lot	no count	1	2	3	4	5
2. a context that encourages creativity?	y	n	no comment	little	lot	no count	1	2	3	4	5
3. a context to share worries or mistakes?	y	n	no comment	little	lot	no count	1	2	3	4	5
4. help with getting work tasks completed?	y	n	no comment	little	lot	no count	1	2	3	4	5
5. new ideas to try with students?	y	n	no comment	little	lot	no count	1	2	3	4	5
6. new ideas to try with staff & other adults?	y	n	no comment	little	lot	no count	1	2	3	4	5
7. materials & other concrete resources?	y	n	no comment	little	lot	no count	1	2	3	4	5
8. new information about teaching, or other aspects of how to do your work?	y	n	no comment	little	lot	no count	1	2	3	4	5
9. new ways to think about issues, problems or the status quo?	y	n	no comment	little	lot	no count	1	2	3	4	5
10. other?	y	n	no comment	little	lot	no count	1	2	3	4	5
	y	n	no comment	little	lot	no count	1	2	3	4	5

Respondents: Please write your initials and social security # in the box to the right. This code will help us to return questionnaires for updates.

Initials __/__/__
SS# _____/____/___
WGID# __________

Work Group Questionnaire #1

Tell us about yourself...

Circle all that apply

I have been a...	for how many years?
special ed. classroom teacher	
general ed. classroom teacher	
special ed consultant/itinerant teacher	
classroom assistant	
special ed administrator	
general ed administrator	
related service person	
parent of a student with disabilities	
other ____________________	

Right now I am a ____.

Tell us about your work...

I work for a

local district.
county or regional program.

I work

at a public school

at separate special education school

for

early childhood
elementary
middle
high school
all ages
other _______

OR

I work across ________ public schools including

______ (#) elementary schools
______ (#) middle schools
______ (#) high schools
______ other

I am responsible for _______(#) students, _______ (#) of whom are labeled as eligible for special education services.

The district (does, does not) prescribe a curriculum for teachers to follow.

Tell us about your use of, and reaction to ESS ideas, materials, or other similar information.

Check all that apply **For those ideas/materials I have used all or part of...**

	I Have or Know About...	I Have Used All Part	It Has Been Helpful With Some/All My Students	I Could Still Use or Want Help Regarding...
Ideas				
Activity-based assessment		All Part	Some All	
Curriculum overlapping, exposure and adaptation		All Part	Some All	
Reflective/responsive teaching		All Part	Some All	
Mixed-ability teaching		All Part	Some All	
collaborative/team-curriculum design and teaching		All Part	Some All	
		All Part	Some All	
		All Part	Some All	
Materials				
1a: The Activity-Based IEP		All Part	Some All	
1b: Making Collaboration Work:		All Part	Some All	
1c: Activity-Based Assessment		All Part	Some All	
1d: Making Curriculum Meaningful:		All Part	Some All	
2a: Teaching Supporting Valuable Learning Outcomes		All Part	Some All	
2b. Achieving Balance:		All Part	Some All	
3a: Classroom Management and Information System		All Part	Some All	
3b: Transition Planning System:		All Part	Some All	
3c: Information and Management System for School Therapists		All Part	Some All	
3d: On Meetings, Schedules, and Paperwork:		All Part	Some All	
4a: Regular Class Participation System		All Part	Some All	
4b: Community Leisure Participation System		All Part	Some All	
4c: Teacher Work Groups:		All Part	Some All	
4d: Building Team Consensus		All Part	Some All	
4e: Student Membership Snapshot:		All Part	Some All	
5a: Program and Teacher Development System		All Part	Some All	
5b: School Development System		All Part	Some All	
Materials				
		All Part	Some All	
Other People, Key Ideas				
		All Part	Some All	
Other Specific Materials				
		All Part	Some All	

I first learned about ESS about ____________________ (when?)

at a workshop/inservice
at a summer institute
from a colleague
from a supervisor/administrator
at a work group meeting
after calling or writing

1 = Not at all
2 = Not very
3 = Sort of
4 = Very

1 = Not at all
2 = Sort of
3 = Strongly

1.	I am	1 2 3 4	satisfied with my involvement in the school community and the role others see me as filling	and feel	1 2 3	in need of change.
2.	I am	1 2 3 4	satisfied that all students have opportunities to actively participate in daily school routines.	and feel	1 2 3	in need of change.
3.	I am	1 2 3 4	satisfied that all students experience age-appropriate curriculum that is referenced to family and community activity.	and feel	1 2 3	in need of change.
4.	I am	1 2 3 4	satisfied that teaching is tailored to students, occurs in a variety of locations, and uses a wide variety of educational, personal, and common daily materials, and in groups of various sizes and compositions.	and feel	1 2 3	in need of change.
5.	I am	1 2 3 4	satisfied with my own teaching skills and my opportunities to teach different students and content areas.	and feel	1 2 3	in need of change.
6.	I am	1 2 3 4	satisfied with level of collaboration I experience with colleagues in the school (including curriculum design, teaching, building duties, social activities, school management and governance).	and feel	1 2 3	in need of change.
7.	I am	1 2 3 4	satisfied with my school's/district's process for staff development, support and evaluation.	and feel	1 2 3	in need of change.
8.	I am	1 2 3 4	satisfied with my overall management of day to day tasks and hassles.	and feel	1 2 3	in need of change.
9.	I am	1 2 3 4	satisfied with my involvement and collaboration with students' families and other community resources.	and feel	1 2 3	in need of change.
10.	I am	1 2 3 4	satisfied with my program improvement strategies and ability to effect lasting change.	and feel	1 2 3	in need of change.

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Overall, tell us how satisfied you are with:

		Not very----------very					Do you think change is needed?	
1.	The composition of your work group	1	2	3	4	5	y	n
2.	What you contribute to your work group.	1	2	3	4	5	y	n
3.	What you get from the work group.	1	2	3	4	5	y	n
4.	How others contribute to the work group.	1	2	3	4	5	y	n
5.	How often the work group meets.	1	2	3	4	5	y	n
6.	How long the work group meets.	1	2	3	4	5	y	n
7.	The way meetings happen.	1	2	3	4	5	y	n
8.	The topics you discuss.	1	2	3	4	5	y	n

Tell us how the work group "works" for you?

Does it provide any:				How Much?			How important is this to you?				
							little				lot
1. personal support, validation, fun?	y	n	no comment	little	lot	no count	1	2	3	4	5
2. a context that encourages creativity?	y	n	no comment	little	lot	no count	1	2	3	4	5
3. a context to share worries or mistakes?	y	n	no comment	little	lot	no count	1	2	3	4	5
4. help with getting work tasks completed?	y	n	no comment	little	lot	no count	1	2	3	4	5
5. new ideas to try with students?	y	n	no comment	little	lot	no count	1	2	3	4	5
6. new ideas to try with staff & other adults?	y	n	no comment	little	lot	no count	1	2	3	4	5
7. materials & other concrete resources?	y	n	no comment	little	lot	no count	1	2	3	4	5
8. new information about teaching, or other aspects of how to do your work?	y	n	no comment	little	lot	no count	1	2	3	4	5
9. new ways to think about issues, problems or the status quo?	y	n	no comment	little	lot	no count	1	2	3	4	5

Codes:________
____
____

Work Group Questionnaire #2

Tell us about your work group

1. How many members in your group?_________ Is this a change? Y N
2. Mark a line for each member, in the square that best describes them.

	SPED Teacher	Gen Ed Teacher	Class Asst	SPED Admin	Gen Ed Admin	Related Service	Parent	Other
Early Childhood								
Elementary								
Middle School								
High School								
All Ages								

Tell us how your work group operates

1. How often do you meet?

Roughly _______monthly
_______2-3 weeks
_______5-6 weeks
_______other:_______

2. For about how long?

Roughly _______hour
_______hour & half
_______two hours
_______other_______

3. Where?

_______school _______members homes
_______public places (like a bar, restaurant, park)
Does the location vary? yes no

4. List some of the topics you remember discussing during your last 2-3 meetings.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
____
____

Tell us if any of your work group members assume any of these roles.

	Does anyone assume this role?		More than one member? How many?			Does the role change from person to person?	
Social Director	y	n	y	n	?#__	y	n
Food/drink organizer	y	n	y	n	?#__	y	n
Meeting leader	y	n	y	n	?#__	y	n
Time keeper	y	n	y	n	?#__	y	n
Note taker	y	n	y	n	?#__	y	n
Task taker	y	n	y	n	?#__	y	n
Pollyanna	y	n	y	n	?#__	y	n
Skeptic	y	n	y	n	?#__	y	n

Tell us how the work group "works" for all of you?

Does it provide any:				How Much?			How important is this to you?				
							little				lot
1. personal support, validation, fun?	y	n	no comment	little	lot	no count	1	2	3	4	5
2. a context that encourages creativity?	y	n	no comment	little	lot	no count	1	2	3	4	5
3. a context to share worries or mistakes?	y	n	no comment	little	lot	no count	1	2	3	4	5
4. help with getting work tasks completed?	y	n	no comment	little	lot	no count	1	2	3	4	5
5. new ideas to try with students?	y	n	no comment	little	lot	no count	1	2	3	4	5
6. new ideas to try with staff & other adults?	y	n	no comment	little	lot	no count	1	2	3	4	5
7. materials & other concrete resources?	y	n	no comment	little	lot	no count	1	2	3	4	5
8. new information about teaching, or other aspects of how to do your work?	y	n	no comment	little	lot	no count	1	2	3	4	5
9. new ways to think about issues, problems or the status quo?	y	n	no comment	little	lot	no count	1	2	3	4	5

Do work group members leave with something new to try or a task to do before the next meeting?

_____ Yes, always

_____ Most of the time

_____ Rarely, but sometimes

_____ never

Have any changes occurred in members' work as a result of the work group's activities?

If so, tell us about some of these changes:

If not, how come do you think?

Other comments/things you'd like us to know about your group.

TWGQuestion.2 ms 2/93

Interview Guide

Teacher Work Group Report - May 18, 1993

TWG NAME	
FREQUENCY OF MEETINGS IN 1992/93	
MEMBERS NAMES	

1. GROUP LIFE AND DYNAMICS

Describe the life and dynamics of your group. What were the most positive aspects,? What were the issues you faced? Do you have any recommendations?

Consider: *The reason for the formation of the group*
How often the group met
How much others in your building know about the group (teachers, administrators, parents)
The supports you received which enabled you to attend work group sessions
Why your group continued to meet/stopped meeting.
The barriers you experienced which affected the meetings

2. THE PURPOSE OF THE GROUP

Describe the purpose of the group. What impact did that purpose have on the life and action of the group?

Consider: *How your group defined its purpose (Why did you meet)*
The 3 or 4 most common issues at meetings
The focus: was it on common themes or action or work on individual issues for members or...?

3. GROUP ACCOMPLISHMENTS

Describe the accomplishments of your group. What were the most positive aspects,? What were the issues you faced? What would have made your group more successful? Do you have any recommendations?

Consider *The impact of the group on students*
The impact of the group on your school
The impact of the group on the satisfaction of members in their job
The contribution of the group towards the quality of members teaching
The supports you received (from your group, administrators, other teachers or parents) which facilitated implementation of ESS type curriculum or curriculum innovation
The barriers to the adoption of curriculum innovations

SUMMARY

MOST SIGNIFICANT ACHIEVEMENTS	THE THINGS WE LIKED BEST
ISSUES OR BARRIERS	IT MIGHT HAVE WORKED BETTER IF ....

ANY OTHER COMMENTS:

continue over if required....

Teacher Work Group Self Review

Group Work - Self Review Fall 1994

	About me	About my group
Participation: *Consider* - sharing - contributing - listening - did everyone participate?		
Diversity: *Consider* - the make-up of your group - the unique contribution of each person - group response to members' varied perspectives		
Learning: *Consider* - the contribution of the group to your learning - your contribution to the group learning		
Problem Solving: *Consider* - how you helped with problem solving - how the group worked together on problems		
Outcomes: *Consider* - what you/your group have achieved over the term - what helped/would have helped good outcomes		
Any issues or questions?		

Group members' names	**How was each member supported by the group? ...... give examples...**	**How did this member support the group? ...... give examples ....**
Myself:		
....		
....		
....		
....		
How did the group as a whole support members?		

Group Work - Term Review:	**Study Group Number ....** We did well at.......	**Fall 1994** We would like to work on ....
Participation: *Consider* - sharing - contributing - listening - did everyone participate?		
Diversity: *Consider* - the make-up of your group - the unique contribution of each person - group response to members' varied perspectives		
Learning: *Consider* - the contribution of the group to your learning - your contribution to the group learning		
Problem Solving: *Consider* - how you helped with problem solving - how the group worked together on problems		
Outcomes: *Consider* - what you/your group have achieved over the term - what helped/would have helped good outcomes		
Any issues or questions?		

Group members' names	**How was each member supported by the group? ...... give examples...**	**How did this member support the group? ...... give examples ....**
....		
....		
....		
....		
....		
How did the group as a whole support members?		

Teacher Work Group Liaison Record Forms

Work Group Contact Log

Contact Code

1. *Phone Call* 2. *Meeting*
3. *Site Visit/TA* 4. *Workgroup TA*
5. *Workshop*

Contact Summary

Date	*Type of Contact*	*# min*

Workgroup____________________

Month__________________________

Site Support Person____________

What's Happening with the Group?

Did they meet this month? How many members present?
What agenda items/issues were discussed?
What were results/tasks from meeting?
Is there a balance between action & advocacy?
What ESS or similar materials is the group using?

Did you provide any of these types of support?

		Yes	No			Yes	No
1.	ESS or other materials that share the same features			4.	Brokering support		
2.	Phone support			5.	Teaching or planning support		
3.	Problem solving support			6.	Group process support		

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Describe the support you provided to the group or to individuals (including ESS or similar materials disseminated this month, and any workshops or TA).

In General how do you feel about the status of this group?
What additional support might the group need?
What support do you need?

Work Group Development Activities Report

Site Support Person ____________________

Date	**Activities For Forming New Work Groups** (can include phone call, site visit, site visit TA, ESS inservice, work group specific TA, correspondence presentation. If you do a presentation or inservice, include the number of participants, location, length of presentation, name or organization or group, and whether participants are teachers, parents, administrators, etc.)	**Materials Disseminated or Referenced** (Not just ESS)

Attachment 4:

Demographic Summary of Teacher Work Groups

TEACHER WORKGROUP SUMMARY - Updated on June 30, 1994

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
1	Idaho	**Boise 1** (Inactive) Group formed through: RG #	234	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 1*** **Group Membership:** Teacher/s special education - 6 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/89 **Finished:** 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
2	Idaho	**Boise 2** (Inactive) Group formed through: RG #	234	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 1*** **Group Membership:** Teacher/s special education - 5 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/89 **Finished:** 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
3	Idaho	**Caldwell** (Inactive) Group formed through: RG #	235	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 1*** **Group Membership:** Teacher/s special education - 4 Teacher/s regular education - N Administrators - N Other - 1	**Commenced:** 9/89 **Finished:** 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
4	Idaho	**Centennial** (Active) Group formed through: RG #	100	WG Description: Y Interview: N Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 4 Teacher/s regular education - N Administrators - N Other - 1	**Commenced:** 9/89 **Finished:** (act.) **Duration:** 3 Yr/yrs	[L] Robin Greenfield [C] Tanya Bethel
5	Idaho	**Meridian1** (Active) Group formed through: RG #	110	WG Description: Y Interview: N Last contact log entry: 5/93 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - Y Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 1/93 **Finished:** (act.) **Duration:** 2 Yr/yrs	[L] Robin Greenfield [C] Marsha Warren

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
6	**Idaho**	**Meridien 2** (Inactive) Group formed through: RG #	236	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/89 **Finished**: 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
7	**Idaho**	**Meridien 3** (Inactive) Group formed through: RG #	237	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/89 **Finished**: 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
8	**Idaho**	**Mountain Home** (Inactive) Group formed through: RG #	238	WG Description: Y Interview: N Last contact log entry: 5/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/89 **Finished**: 5/90 **Duration:** 1 Yr/yrs	[L] Robin Greenfield [C] xx xx
9	**Kentucky**	**Louisville 1** (Inactive) Group formed through: SI #	150	WG Description: Y Interview: N Last contact log entry: 11/92 Last survey response: - *[Information updated on August 13, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 8 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 2/92 **Finished**: 11/92 **Duration:** 0 Yr/yrs	[L] Lysa Jeanchild [C] xx xx
10	**Kentucky**	**Louisville 2** (Inactive) Group formed through: Ohio SI #	160	WG Description: Y Interview: N Last contact log entry: 11/92 Last survey response: - *[Information updated on August 10, 1993]*	**Group type: 2*** **Group Membership:** Teacher/s special education - 9 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 2/92 **Finished**: 11/92 **Duration:** 0 Yr/yrs	[L] Lysa Jeanchild [C] xx xx

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
11	Ohio	**Canton** (Active) Group formed through: LJ		WG Description: Interview: N Last contact log entry: 11/92 Last survey response: -	**Group type:** 1 * **Group Membership:** Teacher/s special education - 20 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 10/91 **Finished:** * **Duration:** 3 Yr/yrs	[L] Lysa Jeanchild [C]
12	Ohio	**Columbus** (Inactive) Group formed through: SI/91 #		WG Description: Interview: N Last contact log entry: 10/92 Last survey response:	**Group type:** 1 * **Group Membership:** Teacher/s special education - 16 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/91 **Finished**: **Duration:** 3 Yr/yrs	[L] Lysa Jeanchild [C]
13	Ohio	**Dublin** (Inactive) Group formed through: SI/88 #		WG Description: Y Interview: Y Last contact log entry: Last survey response:	**Group type:** 1 * **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/90 **Finished**: 92 **Duration:** 1 Yr/yrs	[L] Lysa Jeanchild [C]
14	Ohio	**Hickory Knoll** (Inactive) Group formed through: SI/88 #	030	WG Description: Y Interview: Y Last contact log entry: 11/92 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1 * **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 10/91 **Finished:** 11/92 **Duration:** 3 Yr/yrs	[L] Lysa Jeanchild [C] Susan Scott
15	Ohio	**Jacksontown** (Active) Group formed through: LJ		WG Description: Interview: N Last contact log entry: Last survey response:	**Group type:** 1 * **Group Membership:** Teacher/s special education - 15 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/92 **Finished:** act **Duration:** 1 Yr/yrs	[L] Lysa Jeanchild [C]

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
16	Ohio	**Jefferson** (Active) Group formed through:		WG Description: Interview: Last contact log entry: Last survey response:	**Group type:** 1 * **Group Membership:** Teacher/s special education - 8 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/93 **Finished:** (act) **Duration:** 1 Yr/yrs	[L] Lysa Jeanchild [C]
17	Ohio	**Marietta** (Inactive) Group formed through: SI/91 #	040	WG Description: Y (91) Interview: N Last contact log entry: 10/92 Last survey response: 4/92 *[Information updated on August 13, 1993]*	**Group type:** 1 * **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/91 **Finished:** 10/92 **Duration:** 2 Yr/yrs	[L] Lysa Jeanchild [C] Carol Hare
18	Ohio	**Newark** (Inactive) Group formed through: SI/88 #	010	WG Description: Y Interview: Y Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 1 * **Group Membership:** Teacher/s special education - 7 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/90 **Finished:** 1993 **Duration:** 3 Yr/yrs	[L] Lysa Jeanchild [C]
19	Ohio	**North College Hill** (Active) Group formed through: SI/93		WG Description: Interview: N Last contact log entry: Last survey response: -	**Group type:** **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 3 Administrators - N Other - 5	**Commenced:** 93 **Finished:** act **Duration:** 1 Yr/yrs	[L] Meyer [C]
20	Ohio	**Seaman** (Active) Group formed through: SI/93		WG Description: xx Interview: N Last contact log entry: Last survey response: -	**Group type:** 2 * **Group Membership:** Teacher/s special education - 4 Teacher/s regular education - 2 Administrators - N Other - 5	**Commenced:** 93 **Finished:** act **Duration:** 1 Yr/yrs	[L] Meyer [C]

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COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
21	Ohio	**Stark 1/Southgate [4-6 session]** (Inactive) Group formed through: SI/91 *#*	050	WG Description: y Interview: N Last contact log entry: 9/91 Last survey response: - *[Information updated on August 10, 1993]*	**Group type:** 2* **Group Membership:** Teacher/s special education - 10 Teacher/s regular education - N Administrators - N Other - 5	**Commenced:** 8/91 **Finished:** 9/91 **Duration:** 0 Yr/yrs	[L] Jeanchild [C] Linda Ramsell
22	Ohio	**Stark 2 /Southgate [7-9 session]** (Inactive) Group formed through: SI/91 *#*	060	WG Description: xx Interview: N Last contact log entry: 9/91 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 2* **Group Membership:** Teacher/s special education -10 Teacher/s regular education - N Administrators - N Other - 5	**Commenced:** 8/91 **Finished:** 9/91 **Duration:** 0 Yr/yrs	[L] Jeanchild [C] Bonnie Mitchell
23	Ohio	**Time** (Inactive) Group formed through: SI/90 *#*	020	WG Description: Y (91) Interview: Y Last contact log entry: 11/92 Last survey response: 9/92 *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 10 Teacher/s regular education - N Administrators - N Other -	**Commenced:** 9/91 **Finished:** 11/92 **Duration:** 1 Yr/yrs	[L] Lysa Jeanchild [C] Robert Snyder
24	Ohio	**Weiant** (Active) Group formed through: SI/91 *#*		WG Description: Interview: N Last contact log entry: Last survey response:	**Group type:** 4* **Group Membership:** Teacher/s special education - 9 Teacher/s regular education - N Administrators - 4 Other - N	**Commenced:** **Finished:** (act.) **Duration:** 1 Yr/yrs	[L] Lysa Jeanchild [C]
25	Ohio	**Westerville** (Inactive) Group formed through: SI/91 *#*	070	WG Description: Y Interview: N Last contact log entry: 5/93 Last survey response: 4/92 *[Information updated on August 13, 1993]*	**Group type:** 4* **Group Membership:** Teacher/s special education - N Teacher/s regular education - N Administrators - 4 Other - N	**Commenced:** 3/92 **Finished:**93 **Duration:** 2 Yr/yrs	[L] Lysa Jeanchild [C] Ann Fowble

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
26	Oregon	**Bend** (Inactive) Group formed through: BCC #	200B	WG Description: N Interview: N Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 2* **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 11/92 **Finished:** 93 **Duration:** 1.5 Yr/yrs	[L] Chris Willis [C] Catherine Halliwell
27	Oregon	**Cal Young** (Active) Group formed through: BCC #	080B	WG Description: y Interview: Y Last contact log entry:6/94 Last survey response:	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 8 Administrators - Other - 1	**Commenced:** 11/92 **Finished:** (act) **Duration:** 2 Yr/yrs	[L] Ginevra Ralph [C] Joan Kelly
28	Oregon	**Coos Bay** (Inactive) Group formed through: SI/88 #	229	WG Description: Y Interview: N Last contact log entry: 6/91 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 5 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** /1988 **Finished:** 6/91 **Duration:** 3 Yr/yrs	[L] Chris Willis [C] Cassie Wood
29	Oregon	**Cottage Grove** (1) (Active) Group formed through: BCC #	180B (2)	WG Description: N Interview: Y Last contact log entry: 5/93 Last survey response: 6/93	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 4 Administrators - 1 Other - 2	**Commenced:** Fall/1992 **Finished:** (act.) **Duration:** 2 Yr/yrs	[L] Gwen Meyer [C] Linda Randall
30	Oregon	**Cottage Grove** (2) (Inactive) Group formed through: BCC #	180B (i)	WG Description: N Interview: Y Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - N Administrators - N Other - 1	**Commenced:** Fall/1992 **Finished:** 6/93 **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C] Jacky Lester

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
31	Oregon	**Cottage Grove (3)** (Active) Group formed through: BCC #		WG Description: N Interview: Y Last contact log entry: Last survey response: *[Information updated on August 13, 1993]*	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 3 Administrators - N Other - 1	**Commenced:** **Finished:** 6/93 **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C] Jacky Lester
32	Oregon	**Dallas** (Inactive) Group formed through: SI/88 #	227	WG Description: xx Interview: N Last contact log entry: 6/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - Y Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 10/86 **Finished:** 6/90 **Duration:** 2 Yr/yrs	[L] Chris Willis [C] Carol Christ
33	Oregon	**Eugene (BCC1)** (Active) Group formed through: BCC #		WG Description: Interview: Last contact log entry: Last survey response:	**Group type:** 3* **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - 3 Administrators - N Other - 1	**Commenced:** **Finished:** ACT **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C]
34	Oregon	**Eugene (BCC2)** (Active) Group formed through: BCC #		WG Description: N Interview: Last contact log entry: Last survey response:	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 4 Administrators - N Other - 1	**Commenced:** **Finished:** ACT **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C]
35	Oregon	**Eugene (BCC3)** (Active) Group formed through: BCC #		WG Description: N Interview: Last contact log entry: Last survey response:	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 3 Administrators - N Other - 1	**Commenced:** **Finished:** ACT **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C]

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
36	Oregon	ESD1 (Active) Group formed through: STP #	222	WG Description: Y Interview: Y Last contact log entry: (ESD) Last survey response: - (ESD) *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 6 Teacher/s regular education - N Administrators - 1 Other - N	**Commenced:** /1988 **Finished:** (act.) **Duration:** 5 Yr/yrs	[L] [C] Ellen Adler
37	Oregon	ESD2 (Active) Group formed through: STP #	223	WG Description: Y Interview: Y Last contact log entry: (ESD) Last survey response: (ESD) *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 4 Teacher/s regular education - N Administrators - 1 Other - N	**Commenced:** /1988 **Finished:** (act.) **Duration:** 5 Yr/yrs	[L] [C] Carol Knobbe
38	Oregon	ESD3 (Active) Group formed through: STP #	224	WG Description: Y Interview: Y Last contact log entry: (ESD) Last survey response: - (ESD) *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 6 Teacher/s regular education - N Administrators - 1 Other - N	**Commenced:** /1988 **Finished:** (act.) **Duration:** 5 Yr/yrs	[L] [C] Marty Sheehan
39	Oregon	**Eugene [Consultants' Group - Dianne Ferguson's home group]** (Inactive) Group formed through: STP #	239	WG Description: Y Interview: N Last contact log entry: - Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - Y Teacher/s regular education - N Administrators - Y Other - Y	**Commenced:** /88 **Finished:** 3/92 **Duration:** 6 Yr/yrs	[L] Dianne Ferguson [C] Dianne Ferguson
40	Oregon	Junction City (Inactive) Group formed through:		WG Description: Y Interview: Last contact log entry: Last survey response:	**Group type:** 2* **Group Membership:** Teacher/s special education - 4 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** **Finished:** **Duration:**	[L] Ralph [C] xx xx

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COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
41	Oregon	**Lincoln City** (Active) Group formed through: STP #	130	WG Description: Y Interview: Y Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 10/92 **Finished:** (act.) **Duration:** 2 Yr/yrs	[L] Gwen Meyer [C] P.J. Carter
42	Oregon	**Mapleton** (Active) Group formed through: BCC #	210B	WG Description: N Interview: Y Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 3* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - 1 Administrators - N Other - 2	**Commenced:** 11/92 **Finished:** 93 **Duration:** 1 Yr/yrs	[L] Gwen Meyer [C] Michael Thompson
43	Oregon	**Medford** (Inactive) Group formed through: BCC #	190B	WG Description: N Interview: Y Last contact log entry: 5/93 Last survey response: 6/93 *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 11 Teacher/s regular education - N Administrators - 2 Other - 1	**Commenced:** 11/92 **Finished:** 6/93 **Duration:** 1 Yr/yrs	[L] Ginevra Ralph [C] Bonnie McKinley
44	Oregon	**Portland 1-6 [groups]** (Inactive) Group formed through: SI/88 #	221	WG Description: Y Interview: Y Last contact log entry: 6/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 16 Teacher/s regular education - N Administrators - N Other - 1	**Commenced:** /1988 **Finished:** 1990 **Duration:** 2 Yr/yrs	[L] Chris Willis [C] Kris Perrson
45	Oregon	**Redmond 1** (Active) Group formed through:	225	WG Description: N Interview: Last contact log entry: Last survey response: - *[*	**Group type:** 1* **Group Membership:** Teacher/s special education - 5 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** xx/xx **Finished:** act **Duration:** xx Yr/yrs	[L] Willis [C] Lisa Holliday

COUNT	STATE	WORKGROUP	WG/ ID	SOURCE OF INFORMATION	TYPE/ MEMBERSHIP	DURATION	LIASON/ CONTACT PERSON
46	**Oregon**	**Redmond 2** (Active) Group formed through: STP #	170	WG Description: Y Interview: Y Last contact log entry: 5/93 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 6 Teacher/s regular education - N Administrators - 1 Other - N	**Commenced:** 10/92 **Finished:** (act.) **Duration:** 1 Yr/yrs	**[L]** Chris Willis **[C]** Lisa Holliday
47	**Oregon**	**Redmond 2#** (Inactive) Group formed through: STP #	170#	WG Description: N Interview: Y Last contact log entry: (new group) Last survey response: -	**Group type:** 2* **Group Membership:** Teacher/s special education - 3 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 10/92 **Finished:** 93 **Duration:** 1 Yr/yrs	**[L]** Meyer **[C]**
48	**Oregon**	**Roseburg** (Active) Group formed through: SI/88 #	120	WG Description: Y Interview: Y Last contact log entry: 5/93 Last survey response: 3/93 *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 2 Teacher/s regular education - N Administrators - N Other - 1	**Commenced:** 8/88 **Finished:** (act.) **Duration:** 5 Yr/yrs	**[L]** Chris Willis **[C]** Beneta Spencer
49	**Oregon**	**Salem** (Inactive) Group formed through: SI/88 #	228	WG Description: Y Interview: N Last contact log entry: 6/90 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - Y Teacher/s regular education - N Administrators - N Other - Y	**Commenced:** /1988 **Finished:** 6/90 **Duration:** 2 Yr/yrs	**[L]** Chris Willis **[C]** Shermalee Roake
50	**Washington**	**Federal Way (Longview)** (Inactive) Group formed through: STP #	140	WG Description: Y Interview: N Last contact log entry: 6/92 Last survey response: - *[Information updated on August 13, 1993]*	**Group type:** 1* **Group Membership:** Teacher/s special education - 15 Teacher/s regular education - N Administrators - N Other - N	**Commenced:** 9/1991 **Finished:** 6/92 **Duration:** 1 Yr/yrs	**[L]** Lisa Holliday **[C]** Carol Overdorf

KEY

# BCC = *Building Capacity for Change* Course - .Specialized Training Program, Schools Projects, University of Oregon
RI = Robin Greenfield
SI/(year) = Summer Institute of that year
STP = Specialized Training Program, Schools Projects, University of Oregon

* 1 = Across school homogeneous;
2 = Within School homogeneous;
3 = Within school heterogeneous;
4 = Across school heterogenous

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